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Evaluation of MEMBERSHIP EDUCATION PROJECT IN INDIA Phase II (Kerala & West Bengal)



Evaluation of

Membership Education Programme in India

Phase II (Kerala & West Bengal)

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PREFACE

We are happy to disseminate the report of the external evaluation for the phase – II. This phase evaluated the states of West Bengal and Kerala. AIPTF expresses its sincerest gratitude to Lärarförbundet who has partnered with AIPTF since 1991 to strengthen the state affiliates and AIPTF at the national level through various project activities; capacity building of the elected leaders and providing Membership Education to its members. It has also encouraged participation of women to bring in the gender equality and encouraged active participation of youth in union's activities. One of the main objectives of the programme is to increase membership and thus enhancing financial sustainability. The long-term goal of the programme is to create AIPTF and its state affiliates into a strong, democratic and independent teachers' union.

The purpose of this evaluation was to analyse the results and impact of the project activities in the two phased-out states of West Bengal and Kerala. It was also to assess the performance of these affiliates in achieving sustainability in various aspects. The recommendations and the lessons learned during this study will be shared and replicated in the states which will be phased out in due course of time and also for effective implementation and administration of project activities in the remaining states.

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Ram Pal Singh
President, AIPTF

CONTENTS

Acknowledgments	I
Preface	ii
Contents	iii
Executive Summary	1
Section I: Introduction	5
I.1 Context	5
I.2 Membership Education Programme	5
I.3 Purpose of the Evaluation	6
I.4 Background of the Phased-Out States	6
Section II: Methodology	8
II.1 Scope of the Study	8
II.2 Limitations	9
II.3 Organization of the Report	10
Section III: Findings and Analysis	11
III.1 Project Planning and Implementation	11
a) To what extent did the project prepare the state to be phased out?	11
b) Role played by the union in educational issues of the state	11
c) How relevant and useful were the project activities for the union?	13
d) Strengths and weaknesses of project planning and implementation -including documentation, baseline and reporting both on the state level, as well as support and coordination from AIPTF.	14
III.2 Membership and Dues	16
a) Growth in Membership highlighting the increase by gender	16
b) Changes in Membership Dues	19
III.3 Women and Youth Representation	20
a) Participation of women in the union and women in leadership positions at various levels	20
b) Role and responsibilities of youth and women in unions	22
c) Are there exclusive activities for women members	24
III.4 Membership Service and Training	25
a) Recruitment and Retention of members-development before-during-after phase-out?	25
b) Did the concept of Study Circle help the union to increase the membership?	27
c) Which services are offered by the unions to the members?	29
d) How are those services valued?	31
e) Types of activities and their frequencies for members	32
III.5 Impact and Sustainability	34
a) To what extent were the states able to achieve their long term goals or objectives	34
b) Have priorities changed after phase-out or are they the same? Are they harmonized with AIPTF?	35
c) Are activities continued? Do they have a sustainable impact? What were the major strategies for sustainability	36

(e.g. financial, technical, skills, know-how, leadership, other capacities)?

d) Has sustainability been achieved in terms of Administration, Finance, Leadership, other capacities and other union skills offered by the program? 38

IV Key Lessons Learned 41

V Key recommendations 42

List of Figures and Maps

Fig. No. I	WBPTA, Trend Pattern of Teachers and Members	16
Fig. No. II	KPSTU, Trend Pattern of Total Members	17
Fig. No. III	WBPTA, Members to Total Teachers	17
Fig. No. IV	KPSTU, Members to Total Teachers	17
Fig. No. V	WBPTA, Gender Distribution of Members	18
Fig. No. VI	KPSTU, Members (%) to Total Teachers (Districtwise)	18
Fig. No. VII	WBPTA, Trend Pattern of Membership Fees (in Rs)	19
Fig. No. VIII	KPSTU, Trend Pattern of Membership Fees (in Rs)	20
Fig. No. IX	WBPTA/KPSTU, Women Representation (%) in Decision Making Bodies	21
Fig. No. X	WBPTA, Gender Distribution Members to Total Teachers	26
Fig. No. XI	KPSTU, Gender Distribution Members to Total Teachers	26
Fig. No. XII	WBPTA, Study Circle Participants and Growth of Members	27
Fig. No. XIII	KPSTU, Study Circle Participants and Growth of Members	28
Fig. No. XIV	WBPTA, Activities and Participants	32
Fig. No. XV	KPSTU, Activities and Participants	32
Fig. No. XVI	WBPTA, No. of Conveners Trained	33
Fig. No. XVII	KPSTU, No. of Conveners Trained	33
Fig. No. XVIII	WBPTA, Participants of Study Circle	33
Fig. No. XIX	KPSTU, Participants of Study Circle	33
Fig. No. XX	WBPTA, Union Vs Lararforbundet	37
Fig. No. XXI	WBPTA, Proportion of Lararforbundet (%) to Total Budget	37
Fig. No. XXII	KPSTU, Proportion of Lararforbundet (%) to Total Budget	37
Fig. No. XXIII	KPSTU, Union Vs Lararforbundet	38
Map No. 1	WBPTA, Women Committee	24
Map No. 2	KPSTU, Women Committee	24
Map No. 3	KPSTU, Office Buildings	40
Map No. 4	WBPTA, Office Buildings	40

List of Annexures

I	Field Visit Itinerary, Kerala	45
II	Field Visit Itinerary, West Bengal	46
III	Focussed Group Discussion (Stratified Random Sample)	47
IV	Questionnaire	48
V	Agitations & Activities, Kerala	49
VI	Agitations & Activities, West Bengal	51
VII	Youth Festival, Kerala	52
VIII	Case Study	53

EXECUTIVE SUMMARY

Project Background

Lararforbundet adopted the 'Membership Education' programme (MEP) on the lines of Education International's (EI) concept of 'Development Cooperation' in partnership with the All India Primary Teachers Federation (AIPTF). The MEP, has two main components. These were namely the Study Circle which includes activities such as Conveners Workshop, Seminars, Creating awareness programme among the union members and so on. Secondly the Teachers' for Organization Development (TOD). This is a skill development programme for the leaders of the union at different levels. The training is given on leadership skills, decision-making, communication, unionism etc for better administration of the union. The activities of the programme were so designed such that the host organization is eventually able to run the activities funded by its own budget when the project gets phased-out.

The purpose of the present evaluation is an attempt to:

- Analyze the results to study the impact of MEP in the phased out states of West Bengal and Kerala
- Document the partnership and activities as adopted by MEP
- Assess the preparedness of the states for being phased out
- Understand the strategies adopted by the phased out states
- Assess the performance of the states through indicators for achieving sustainability and independence
- Evaluate the future priorities and whether they are in sync with AIPTF goals
- Highlight the lessons learned and suggest policy recommendations for the future

Methodology

This is the Phase II of the evaluation study of MEP which concerns the two phased-out states of Kerala and West Bengal in 2009. The unions were the Kerala Primary School Teachers Union (KPSTU) and the West Bengal Primary Teachers Association (WBPTA). The methodology undertook Focused Group Discussion (FGD) based on Stratified Random Sampling at the district and state levels. The field visit undertaken involved series of interviews and FGD among the various stakeholders. A report was prepared consisting of five sections. These were Introduction, Methodology, Findings & Analysis, Lessons Learned and Recommendations. The entire analysis was based on questions as per the Terms of Reference (ToR).

Key Findings

Project Planning and Implementation

- a) To what extent did the project prepare the state to be phased out?*
- b) Role played by the union in educational issues of the state*
- c) How relevant and useful were the project activities for the union?*
- d) Strengths and weaknesses of project planning and implementation-including documentation, baseline and reporting both on the state level, as well as support and coordination from AIPTF*

KPSTU and WBPTA were well prepared to be phased out under the Membership Education Programme. KPSTU's role was amply reflected in various educational activity of the State and this fact was attested by several stakeholders of the state. WBPTA on the other hand faced opposition from the government and were deprived in such

participatory educational activities. However demonstrations through vigorous agitations held regularly by the unions from the pre phase-out to the post phase-out stages displayed the relevance and usefulness of the activities. Documentation and baseline reporting has been weak for both KPSTU and WBPTA. AIPTF's support towards the Union has been continuous. They have provided study material and other literature as required and been a solid support to the unions. Records and documentation in the post phase-out stages remained limited.

Membership and Dues

- a) Growth in Membership highlighting the increase by gender*
- b) Changes in Membership Dues*

The increase in the membership of KPSTU has been sharp in the post phase-out period while WBPTA has maintained its membership growth without much change. This is so because in 2010, KPSTU had been formed by combining two unions namely KAPTU and PSTA. Further the KPSTU is moving forward for another merger to form KPSTA. Women dominate the membership in KPSTU while the men are more in number in the case of WBPTA. Although there has been a substantial increase in the membership fees (300 percent for WBPTA and 400 percent for KPSTU) from the pre phase-out to the post phase-out period this falls far below the global standard.

Women and Youth Representation

- a) Participation of women in the union and women in leadership positions at various levels*
- b) Role and responsibilities of youth and women in unions*
- c) Are there exclusive activities for women members*

Despite signs of better development indicators in the states concerned, the scenario for both KPSTU

and WBPTA remains poor when it comes to women's representation in leadership roles and decision making bodies. Although Women amply display their presence in all agitations of the Union from time to time, but their absence from leadership roles is clearly noticeable. Youth members are mostly involved in extended programme of the Unions such as organizing workshops and conferences for school children and the youth. Women are involved in undertaking social responsibilities, conducting surveys and creating Women Committees. These committees though useful but lacks effectiveness.

Membership Service and Training

- a) Recruitment and Retention of members-development before-during-after phase-out?*
- b) Did the concept of Study Circle help the union to increase the membership?*
- c) Which services are offered by the unions to the members?*
- d) How are those services valued?*
- e) Types of activities and their frequencies for members*

A positive retention rate of members in both the unions of WBPTA and KPSTU was clearly observed despite the combined force of a slow pace of recruitment and a regular smooth process of retirement among the teachers. The Concept of Study Circle contributed largely in enhancing membership but also in retaining the members. Both KPSTU and WBPTA have been successful in constructing a structure for the Union and systemizing things to get streamlined. The services provided by the Union are treasured by the members, who believe that the Union was a platform from where their future strength and empowerment process would emanate and take them miles in achieving their rightful demands. In the post phase-out stage activities seemed to be adopting new characteristics like being more

informal, of lesser duration and not so regular. Such a change was to address the need based issues under the present circumstances.

Impact and Sustainability

- a) To what extent were the states able to achieve their long term goals or objectives**
- b) Have priorities changed after phase-out or are they the same? Are they harmonized with AIPTF?**
- c) Are activities continued? Do they have a sustainable impact? What were the major strategies for sustainability (e.g. financial, technical, skills, know-how, leadership, other capacities)?**
- d) Has sustainability been achieved in terms of Administration, Finance, Leadership, other capacities and other union skills offered by the program?**

The Unions of WBPTA and KPSTU have been able to translate their activities and agitations into a movement to achieve their long term rightful demands and goals. The priorities post phase-out in WBPTA and KPSTU has not undergone any change but the concept that is carried forward is much milder and customized as per the local needs. The activities seem in tune with the activities of AIPTF. Most of the activities are compatible with AIPTF, therefore sustainability for such of the actions are achievable. The same can however not be generalized for all the activities that are carried forward by the Union. Sustainability in terms of Administration, Finance, Leadership, Skill Development although are not under any particular threat but still are shaky. Academic activities lack visibility and regularity mainly because of thin documentation which may adversely impact the cause of the whole programme eventually.

Lessons Learned

- Lack of documentation and collection of information is a major hindrance for assessing

the programme activities from the right perspectives.

- Language was a major problem and the little information that was available was not in a common understandable language.
- KPSTU shared their responsibilities into important subdivisions called Cells. These were meaningful but the functions and job responsibilities are yet to be spelled out. If activated these would impact the programme enormously.
- Both WBPTA and KPSTU were clearly hesitant in accepting that they could manage at least 50% of the total expenses of the union but financial sustainability did not seem to be a problem.
- Enhancing the membership fees is a huge task for the state affiliates. When it comes to regular subscription they are reluctant but for constructing office buildings, rising to the occasion of any eventuality/natural hazard all members come forward willingly and none of these are on loans. This speaks volumes of their loyalty and devotion towards the Union.
- Women Committee in every district and block is yet to take off although there have been conferences and seminars organized by them. They seem to steer clear from any discussion on official responsibilities involving shoulder to shoulder participation with men.
- Senior retired members are still keen in the union's activities and growth. Their experience, guidance and handholding support is an asset which can usher in continuity and stability in the programme.

Recommendations

1. Lärarförbundet may consider visiting/revisiting selected State level training programme and activities under the MEP. At least one state which is in the last leg of phase-out per year may be visited/revisited for ushering in greater visibility and a long lasting impact

2. The Project Committee must be activated and made more functional in terms of creating a data bank and maintaining records of activities, participants attending these activities, document agenda and minutes of all bi-annual meetings held. These need to be sent regularly to the national level to AIPTF. AIPTF in turn may send reminders if necessary to the unions in order to ensure that the documents are being received on time.
3. Engagement of only one coordinator for MEP, including from amongst those who may have been a former coordinator. Such a position should not be frequently changed. It is also recommended that the Project Committee may invite at least two members from the senior/retired members as invitees to the meetings held by the Project Committee for guidance and support.
4. A combined effort must be undertaken conscientiously by all organizations towards the upliftment of women in a planned manner. Steps need to be identified to take responsibility by funders for various segments of gender equality and empowerment of women and avoid duplication of activities. The synergy of the joint effort will in turn enhance Women's Committee to be more pro-active.
5. The bylaws be amended to incorporate an automatic increase in the fees by Rs 100/- over and above the fees that is prevailing in the union, with every annual increment in the salary of the members. An additional contribution of Rs 5/- be then put aside towards Lararforbundet's MEP activities over and above the present contribution.
6. The Women's Committee needs to organize an annual get together for the women along with her spouse for greater interaction. Similarly there should be an annual cultural programme organized by the youth, for the youth and of the youth. These activities may purely be on voluntary basis without any financial implications for the Unions.
7. All reserved posts for women members must be filled up by motivating the women through Women Committees for contesting elections. These posts must be discussed in the meetings and women be nominated on the basis of eligibility and as per the constitution of the union.
8. One post of office bearers may be reserved for the new comers who should have a minimum of three years of experience
9. In order to make the policy stronger for Women and Youth, an additional amount of Rs 5/- each must be reserved for the youth and women. These would be over and above their normal share.
10. A study may be undertaken to review the original concept versus the new concept of Study Circles and compare them to understand whether it is more member friendly, duration required, economic and suiting to the local needs and present circumstances.

I. INTRODUCTION

I.1 Context

Bringing together the primary school teachers of India onto a common platform was indeed a path breaking process. This has been carried forward for decades by Lararforbundet (the Swedish Teachers Union) in order to create the necessary awareness among the teachers about their rights and privileges. Lararforbundet adopted the 'Membership Education' programme (MEP) on the lines of Education International's (EI) concept of 'Development Cooperation' in partnership with the All India Primary Teachers Federation (AIPTF). This programme marched ahead towards building of strong unions through a series of training programmes organized on a regular basis for ushering in capacity building, strengthening the bargaining ability and increasing trade union awareness. The role of youth and women were of particular significance. The idea was to develop independent and sustainable unions in accordance to Education International (EI) Policy for providing equal opportunity to and promoting equal involvement of all men and women primary school teachers in India. The core principle and objectives of EI being governed by the concept of Development Cooperation (DC) based on the principles of:

- Partnership
- Needs-based and context specific
- Accountability and Transparency
- Long-term in order to achieve impact and sustainability
- Strategic Vision with clear objectives and adequate flexibility

Thus began the journey of the 'Membership Education' Programme in India in partnership with the AIPTF and their state affiliates. The AIPTF takes along with more than 2.3 million member teachers represented through 25 state primary teachers' organization in India. Today AIPTF enjoys

the synergy of several internal and external linkages painstakingly developed over the years. AIPTF is looked upon as an organization that would deliver services to its affiliates and continues to work conscientiously towards achieving universal primary education. The main objectives of the 'Membership Education' programme focuses upon:

- Organizational Development
- Strengthening the organization through recruitment of more members
- Enhance the trade union awareness and capacity of members and trade union officials
- Improvement in overall communication within the organization
- Increase participation of women and youth in the union's activities
- Develop the negotiating capacity

I.2 Membership Education Programme

The MEP has two main components. These are:

i) The Study Circle

The concept of a 'Study Circle' includes activities such as Conveners Workshop, Seminars, Creating awareness programme among the union members and so on. The Conveners Workshop is a methodology used to train the Conveners to spread the concept of Study Circles. The training prepares the members to develop leadership qualities and become subject experts. It helps to unionise the members providing quality teaching and education. It identifies crucial issues that affect society and children in particular and addresses them with simple feasible solutions. It also develops a professional and social accountability among the teachers. After obtaining training the members return to their own blocks and districts and impart activities and training to other members at the local level. Usually

the total number of members selected in a group at the local level consists of 10 to 11 members. In the post phase-out stage many of the Unions have converted the study circle into weekend seminars/one day workshop which were considered more effective, need based and relevant in the present context

ii) Teachers' for Organization Development (TOD)

This is a skill development programme for the leaders of the union at different levels. The training is given on leadership skills, decision-making, communication, unionism etc for better administration of the union. Strategies adopted under this programme is to organise members in the unorganized blocks and districts, involve and allot responsibilities to youth and women and fix targets to mobilize membership, create women cells in each block and generate awareness for the union.

The activities of the programme have been so designed such that the host organization is eventually able to run the activities funded by its own budget when the project gets phased-out. As per the MoU, the states that have attained sustainability and financial self-reliance have been phased out from the mainstream project activities. These states are namely West Bengal, Tamil Nadu and Kerala phased-out in 2009, Uttar Pradesh and Odisha in the year 2013 and Bihar in the year 2014. The first phase of the evaluation study for the phased out states were for Tamilnadu and Odisha. The present evaluation study under Phase II covers the states of Kerala and West Bengal.

I.3 Purpose of the Evaluation

The purpose of the present evaluation is an attempt to:

- Analyse the results to study the impact of MEP in the phased out states of West Bengal and Kerala

- Document the partnership and activities as adopted by MEP
- Assess the preparedness of the states for being phased out
- Understand the strategies adopted by the phased out states
- Assess the performance of the states through indicators for achieving sustainability and independence
- Evaluate the future priorities and whether they are in sync with AIPTF goals
- Highlight the lessons learned and suggest policy recommendations for the future

I.4 Background of the Phased-Out States

The present evaluation study is for the states of Kerala and West Bengal. The former is located on the west coast while the latter is situated on the east of the country.

In West Bengal the types of schools are categorized under 4 to 5 types. These are the Government schools having its own independent organisation with better conditions of work and salary as compared to other schools and are at par to some of the other states. The non-Govt Aided Schools on the other hand has lesser benefits, with hardly any leave provisions, no house building loan and other perks. Only the salary is paid by the govt. A majority of the teachers belong to these schools. Besides, there are other Private Schools that receive only the Daily Allowance (DA) from the government with few being members of WBPTA. There are also the Private Schools which receive nothing from the Government. Finally there are the 'Other Category Schools' which are directly under the municipality corporation. Such schools are hardly around 200 in number. They are under the local Panchayat (governance). However excluding Kolkata district, such schools in all other districts are like the non-Govt aided schools.

The state of West Bengal has 20 districts. Each district has been divided into sub-divisions (every subdivision is represented by a candidate in the state legislative elections). Further every sub division is divided into blocks. Since the year 2000, WBPTA however identifies the sub-division's further breakup through circles and not blocks. So a Circle may consist of several blocks. The circles are further sub divided into wards or anchals. Every ward has the primary school teachers. The State of West Bengal has a total of 49953 primary schools consisting of around 171755 teachers. Out of this only (75,807) 44% of the teachers belong to the West Bengal Primary Teachers Association (WBPTA). Besides a large number (>3000) are para teachers out of which only 550 are members of WBPTA. They have their own independent union. There is a wing of the WBPTA from the retired teachers called West Bengal Retired Primary Teachers Association (WBRPTA). Their membership fee is for Rs 50/- but they do not have the voting rights in WBPTA. Such of these retired members are about 15000. They are also referred to as Sahayogi members meaning helping members. The amount of Rs 50 gets divided in the proportion of 70: 30. An amount of 70% is for the WBRPT while 30% is for WBPTA. Among the total teachers in the state, the proportion of male: female is 52:48 respectively.

The State of Kerala on the other hand is located on India's tropical Malabar Coast, with nearly 600km of Arabian Sea shoreline. It's known for its palm-lined beaches and backwaters, a network of canals popular for cruises. The state has the highest literacy rate in the country and a high sex ratio. As per the Education department of the government of Kerala, there are mainly three types of schools, the government, the Private Aided and the Unaided. There are a total of 5849 Upper and Lower Primary schools in the Private Aided sector while another 3427 are government owned schools besides another 484 schools that are Unaided schools This implies that there are about 35% schools which are

fully government owned, 60% are Aided schools where the government only takes care of the salary of teachers, the rest 5% are private schools and receive nothing from the government.

The state of Kerala has 14 districts which are reoriented by the Union into 38 Educational districts based on schools. At the micro level the Government of Kerala has identified 161 blocks. Among the Government and Aided Schools there are a total number of 110274 Upper and Lower primary teachers with a majority (78%) of them being female. Out of the total teachers only 36% of them are members of KPSTU within which 78% are women and 22% men. The state has no para teachers and there is a likelihood of another union merging with KPSTU. This is likely to enhance the members by another 15000. At present the total members of KPSTU are 40173¹.

The major decision making bodies of KPSTU include

- The Office bearers (21 members) consisting of President, General Secretary, Treasurer, Senior Vice President, two Associate General Secretary, five Vice President (two are reserved for Women), five Secretaries (two are reserved for women) and five Organizing Secretary.
- State General Council consists of around 179 members in the proportion of 225:1
- Secretariat is elected in the ratio 750 members:1, which is 54 members.
- Executive Committee is in the proportion of 600 members:1, implying a total of 67 members. This includes all the 54 Secretariat members.
- State Project Committee constituting of 11 members.
- Cells There are 11 Cells consisting of a Chairperson and a Convener. One of the Cell is the cell for the women called the Vanitha Cell.

1. At the time of submission of this report, it is understood that KPSTU has now merged with GSTU and their membership is 55173 according to a letter received from the President, Mr Harigovindan. The new name for the organization is KPSTA.

II METHODOLOGY

II.1 Scope of the Study

The Phase II of the evaluation study of MEP, concerns the two phased-out states of Kerala and West Bengal. The unions concerned were the West Bengal Primary Teachers Association (WBPTA) and the Kerala Primary School Teachers Union (KPSTU). After an initial meeting with the Unions concerned, the field visit itinerary was fixed in consultation with all unions and AIPTF (Refer Annexure I & II). The unions were briefed about the data required and to prepare all detailed information related to MEP. As suggested by Lararforbundet, the methodology was to undertake a focused Group discussion (FGD) based on a stratified random sampling explained further in this section. Two FGDs were at the district level and one at the state level in each of the state was undertaken during the field visit. (Refer Annexure III). In consultation with AIPTF and the Unions, the chalked out, field visit itinerary was undertaken for collecting information from the primary sources from the two states of Kerala and West Bengal with the help of a structured questionnaire (Refer Annexure IV). The duration of the field visit was for seven days each.

- Kerala (12 - 20 January 2016), districts covered include Palakkad, Allapuzha and Trivandrum
- West Bengal (27 Jan - 3 Feb 2016), districts covered include Kolkata (state level), Kolkata district and Barasat of North 24 Parganas

The field visit undertaken involved a series of interviews and focussed group discussion (FGD) among the stakeholders, women's network committees, youths, primary school teachers (beneficiary & non - beneficiary), few non - members of the union and the office bearers of the state/district/block levels. The list of stakeholders to be interviewed was identified in consultation with

AIPTF/ KPSTU/WBPTA. The list of stakeholders interviewed includes the following:

- AIPTF President, Secretary, National Coordinator and other officials
- The state/district and block level leaders and Programme Coordinators of Membership Education Programme of WBPTA and KPSTU
- Mr A Abubecker, Deputy Director Education, Palakkad
- Mr Safrullah, Deputy Director Education, Mallapuram
- Mr Issac Madavana, Chairman, Cherthala Municipality
- Mr P. T. Sakeer Hussain, Hon. State Secretary, Trivandrum
- Mr C. Vinod Kumar, State Commissioner, Guild Services of India, Trivandrum
- Mr Abdurab, Education Minister, Govt of Kerala
- Dr P.A Fathima, Director, SCERT
- Dr Ravinder Nair, Joint Director, SCERT
- Dr Chandni, Joint Director, SCERT
- Ms Jaya, Director, Director of Public Instructions (DPI), Kerala
- Ms Jessy Joseph, Additional State Director, Sarva Shiksha Abhiyan (SSA)
- A few non-beneficiaries and non-members of KPSTU and WBPTA
- Women's Network Committees in WBPTA and KPSTU
- Youth members of the State affiliates of WBPTA and KPSTU
- Media Reporters
- Some school children, parents and Head Masters/Mistresses
- Visit to two primary schools each in West Bengal and Kerala

The evaluation methodology involved the following activities:

- An initial meeting was held on 9 Dec 2015, to discuss and explain to the concerned Unions regarding the details of data that was required

for the evaluation study and to organize the meetings according to the methodology based on stratified random sampling. The areas for field visit were identified keeping the time required for reaching the destinations in mind.

- Desk review of documentation of literature/reports and other conference proceedings available at AIPTF, KPSTU and WBPTA were studied.
- Interviews and discussions with all stakeholders in Kerala and West Bengal were undertaken as per the scheduled itinerary
- Interviews and observations from the officials, government departments and other related individuals were documented.
- All documentation were checked and rechecked with supported photographs and media reporting.
- Information and research from other sources that had been carried out earlier were also looked into
- Report writing and de-briefing/presentation with Lärarförbundet, AIPTF, KPSTU and WBPTA were undertaken

Data was collected through focused group discussions, questionnaires, field visit observation, e-mails/phone, meetings and study of media coverage. The composition of the focused group meetings at the State and district levels was as stated below. At the State Level a minimum of 30/35 members were invited as per the classification given below (Refer Annexure V.a & VI.a).

- Members of the State Executive Committee (10 members, active during and after phasing-out)
- State Project Committee (10 members, during and after phasing-out)
- Women Network Committee (10 other members, during and after phasing-out)

At the District Levels a minimum of 20/25 members were invited as per the classification below (Refer Annexure V.b & VI.b)

- Women and Youth member representatives
- Some of the State Office-bearers, former coordinators and 5/6 members, who were present when the union got recognition and project was started in the state.

The evaluation study followed the research questions as put forward under ToR (Refer Annexure VII).

II.2 Limitations of the Study

The study has the following limitations:

Inadequate Documentation: Documentation of records has resulted in creating a gap over the various phases of the programme. It affected the continuity and visibility of the programme. This was especially conspicuous in the post phase-out stage. It was extremely difficult to compare and study the impact of the programme over the period of time with the available documentation. Without proper data, the evaluation was affected especially when cross analysis of several indicators were concerned, restricting the study to only those indicators for which the information was available. The Coordinators who received training had retired and new coordinators were appointed. With the new coordinators there were times when there was a blank at different points of time. The new Coordinators required a more rigorous training as they did not have sufficient knowledge about the project. This made the evaluator's job even lengthier and time consuming. Carrying forward whatever has been achieved will eventually be lost in the absence of proper documentation.

Common Language: All the material provided were not available in a common language. The local language used is best for the local members but with international funding it is of importance that all reports, media reporting, and other important information be available in a common international language. It is essential to keep a translation of all written material in English so that much time can be

saved by not having to translate the available documents. It is difficult to keep reverting to the President/Secretary of the Union for the translated version all the time. Moreover every state has a different language and there was no provision of an expert translator.

Delay in Evaluation: The lack of proper documentation combined with a delay in the evaluation, tends to fade away memories. Rich experiences shared and information collected was difficult to authenticate. Therefore several of the instances shared could not be included due to lack of authentication. People who had experienced were not able to put the year, date or even the people that had attended the event. Authentication, triangulation and validation thus became a major problem.

II.3 Organization of the Study

The organization of the report has five sections in addition to a series of annexure. These are:

- Section I: Introduction
- Section II: Methodology
- Section III: Findings & Analysis
- Section IV: Lessons Learned
- Section V: Recommendations
- Annexure

III FINDINGS & ANALYSIS

III.1 Project Planning and Implementation

a) To what extent did the project prepare the state to be phased out?

The states of Kerala and West Bengal seem to have been well prepared to be phased out under the Membership Education Programme

According to the 2011 Census of India, Kerala has the highest Human Development Index (HDI) with a value of 0.790, highest literacy rate (93.91%), highest life expectancy (77 years) and the highest sex ratio of 1,084 women per 1000 men. The literacy rate (77.08%) and life expectancy for the state of West Bengal are also above the national average. However the National Crime Records Bureau (NCRB) 2013 depicts a poor picture for the state as a whole. West Bengal is one of the states that top the list of crime against women and Kerala has the highest molestation rate of 24.28 per hundred thousand female population, as compared to the national average of 11.94.

Given the background, implementation of the Membership Education Programme has been challenging for ushering in empowerment of women in leadership roles and strengthening the concerned states' Primary Teachers Unions. Despite the high sex ratio and the highest HDI along with all the opportunities that education affords them, the states have not been able to grab the opportunities for bringing about gender equality in the true sense. Social mobility in the states continues to be greatly influenced and restricted in terms of gender.

In the post phase-out stage, both WBPTA and KPSTU have been forthright in launching successful protests for acclaiming their rightful demands. In fact if one studies the list of agitations undertaken by the unions, they are more vigorous in the post phase-out period in terms of *dharna*, rally, marches, mass petition, law violence

movement, strike, workshops and awareness campaign as compared to the pre and phase-out stages. They seemed confident in carrying forward such activities.

During the course of the field visit, it was amply clear that there was a feeling of bonding among the teachers across the board. Each one tried to help out the other in fulfilling their commitments. The women members particularly were assisted by their men colleagues in distributing papers, jotting notes and other activities. All meetings were attended by the members concerned. A woman teacher, who was responsible for a particular task always, had the support of her male colleagues. Members expressed enthusiasm whether it was a meeting, organizing a demonstration or participation in any of the State's function. Punctuality was maintained. Members knew how to organize themselves and prepare for the occasion be it a Youth festival, Scouts and Guides, a competition among the youths, etc. Both WBPTA and KPSTU never hesitated in taking on responsibilities.

b) Role played by the Union in Educational Issues of the State

KPSTU's role has been amply reflected in many of the educational activity of the State while a similar picture is not found for WBPTA

KPSTU in Kerala has been one of those Union which has been backed by the state's ruling party to a large extent. Members from KPSTU have been well utilized in the State's educational development activities like designing of course contents, development of curriculum and being involved in the framing of educational activities of the State. It was a pleasure to find Mr Girish, originally from KPSTU, as the Cluster Coordinator of the Block Resource Centre (BRC). He is involved with the

implementation of Sarva Shiksha Abhyan (SSA) for enrolment and retention at the grass root level. The Study Circle concept has helped him greatly in imparting cluster training based on topics. Each cluster consisted of 5 to 10 people. Mr A Abubecker, Deputy Director Education in Palakkad stated that although there were 33 Teachers' Unions, KPSTU is one of the largest. He said, "If all the teachers could have united, they could have easily pressurized the govt for bringing in Quality Education".

He stated that KPSTU should strive towards a change with clear learning outcomes. He also stated that by 2016, there will be Unification of Curriculum where the local needs will be taken into consideration. Mr Issac Madavana, the Chairman of Cherthala Municipality and a former Counsellor talked about KPSTU's involvement with the state's Adult Literacy programme where retired KPSTU teachers were involved. Mr Safrullah, Deputy Director Education, Mallapuram, was also from KPSTU. The Honorary State Secretary, Mr P. T. Sakeer Hussain, in Trivandrum spoke about the great contribution of KPSTU towards voluntary co-curricular activities of children. Many of them got Rajya Puraskar and Rashtrapati Puraskar (State award and President's award). Several were involved in the programme for cancer patients in mobilizing funds and ambulances. Mr C. Vinod Kumar, the State Commissioner, Guild Services of India, Trivandrum has been in the forefront in many of these programme. He was the former coordinator of the Lararforbundet's Membership Education programme. KPSTU has adopted 125 schools from August 2015 to 31 March 2016, for optimal utilization of resources. These schools belong to all the 14 districts of the state. Any school which has less than 100 children are considered uneconomic schools. KPSTU improves the infra - structure facilities and provides social training for the deprived and marginalized children. It also promotes in the plantation of trees and quality improvement of schools. The Union has plans to

extend such a programme to the block levels. The Education Minister, Mr Abdurab, from the Govt of Kerala stated that in Kerala 'Land is more precious than gold' and hence there is a tendency of closing down some management owned private uneconomic schools. However the Minister stated that the govt was aware and looking into this aspect. Earlier such of these schools were more than 5000. But in 2011, the govt approved many such schools with readjustment of both teachers and pupils. Despite this, there are still more than 3000 such schools which are under the threat of being closed down.

Dr P.A Fathima, Director, SCERT, Dr Ravinder Nair and Dr Chandni, Joint Directors SCERT, stated that many of the teachers from KPSTU are the resource persons for their training programme. The KPSTU teachers also are involved in translation of Maliyali to Kannad and Tamil languages particularly for schools which are located along the borders of Karnataka and Tamilnadu. Children from that region do not understand Maliyali. The medium of instruction otherwise in Kerala is English and Maliyali. Dr Fathima, Director, SCERT was most appreciative about the talented and timely help extended by KPSTU. She stated that the present curriculum is at par to the national syllabus and even better than the CBSE. This has been updated in 2016. Even the teachers in Lakshadweep are given training. The Director of Public Instructions (DPI), Ms Jaya, was also aware of KPSTU's contribution through their teachers. The resource persons involved in the High School teachers training are usually at three levels - the Cream, the State Resource Group (SRG) and the District Resource Group (DRG). Several of the KPSTU teachers are in the State Resource Group. About a hundred teachers from KPSTU form the core SRG group. Many others are involved in the drafting of the state curriculum, holding of competitive exams, nurturing of annual mathematical talents and preparing of syllabus etc. Ms Jessie Joseph, the Additional State Director of Sarva Shiksha Abhyan (SSA) stated that

selected teachers including those from KPSTU undertake the duty of setting question papers from classes' I-VII. They are selected by the Assistant Education Officers (AEO and BEO) and are considered among the cream teachers. She stated that from among more than 30 unions, only 10 unions are involved in the most important task of implementing 'Quality Improvement programme' and KPSTU is one of them. Thus KPSTU has been actively involved in the development of text books, as resource persons with SCERT, designing of Curriculum, and setting of question papers besides being responsible in coaching teachers for appearing in the Teachers Eligibility Test (TET).

Unfortunately WBPTA of West Bengal has not been as lucky and has been practically ignored by the state government from all such activities. Although the members displayed exemplary writing skills through their regular bi-annual journal in Bengali language titled 'Prathamik Shikshak', and the WBPTA Women Cell publication entitled 'Smaranika' and other publications put up in the annual book fair titled 'Shopan'. These talents seem to have been confined to the local forums and have not received a greater visibility.

c) How Relevant and Useful were the Project Activities for the Union?

The relevance and usefulness of the activities under the MEP are very well demonstrated through the vigorous agitations that are held regularly by the unions from the pre phase-out to the post phase-out stages.

Both KPSTU and WBPTA found the project activities of extreme relevance and most useful for the growth and development of the union particularly in binding the members together and taking forward their movement with a massive strength and support (Refer Annexure VIII.a & VIII.b). They have been able to forge ahead with massive numbers in all their agitations, sometimes achieving great success and sometimes not such a great success.

In a meeting held at Palakkad, the former President Mr K.A. Joseph stated how the project activities have helped in the reduction of further split and multiplication of the union. With more than 30 unions based on political parties, retaining the number of members was in itself an achievement. The former coordinator (1999 to 2008), Ms N Kalyani Kutty firmly believed that the lady teachers were the greatest beneficiaries through the project activities. They got their confidence to speak out in forums and felt encouraged as their problems were now getting discussed through several one day programme held at various block levels. Mr V J Philip the former coordinator stated that the study circle particularly woke up the sleeping members. More women have come forward to join KPSTU and this should be continued throughout but for a shorter duration of time. Today one needs to move forward according to need based priorities. Many of the members present stated that the education policy is changing fast at the national and international level. These need to be apprised to the members through discussions and awareness programme. Only then will they be able to suggest policy changes. Ms K.A. Veena from Vanitha Forum, Ernakulum district stated that it was the study circles which helped her to come to the forefront of the Union. Many others said it was the study circles which motivated them and those who participated can never think of joining any other union.

The WBPTA similarly were appreciative of the project activities as Ms Ila Paul Basu the former Coordinator stated that currently they have an adequate number of leaders and there is a change in the attitude of teachers with political motivation. The office bearers felt that the members were now keener to participate in a movement or agitation for achieving their rights. So the project activities have brought about unity amidst political diversity. The General Secretary of WBPTA, Mr Nimai Chandra Mandal stated that the Study Circle was an innovative model especially for preparing and

protecting the new comers. Amidst political rival groups it is indeed a challenge in retaining members in the organization. He said that many times the organisation loses its trained leaders. Hence it is important that training must be an ongoing activity of at least two programmes per year even though the duration is lesser. Such a pattern has been observed in the list of agitations stated by the union. In fact WBPTA has declared 27 March as the day when most agitations will be held, in commemoration with the bloodiest agitations where women and men were severely injured. This was in the year 2000.

d) Strengths and weaknesses of project planning and implementation -including documentation, baseline and reporting both on the state level, as well as support and coordination from AIPTF.

Documentation and baseline reporting has not been a continuous feature for both KPSTU and WBPTA. AIPTF's support towards the Union was extended through provision of study material and other literature as well as providing guidance as and when requested from the unions. However records and documentation in the post phase-out stages remained limited.

Documentation and maintenance of records has been the biggest drawback in the programme. It was a difficult proposition to retrieve something that could be of importance. File maintenance and compilation of information was incoherent. A few bits and pieces of information could be collected after checking and rechecking the old files. These could have been easily computerized. Despite the innumerable strengths listed by the unions, MEP seemed to have suffered from a massive gap in information collection and dissemination. Recording and documentation has affected the overall programme's visibility. Whether it was records related to Study Circles or any other documentation they existed in a rather disjointed manner without any date/description specified.

There were such rich experiences shared by the members but unfortunately without any authentication.

This programme has been implemented for more than two decades but lacks in maintaining regular base line survey, other information and proper documentation. There have been no evaluation mechanisms (internal /external) undertaken from time to time. Documentation seemed to have received minimum priority. Such a system never got created either for KPSTU or WBPTA. Many of them were unaware that an evaluation study was to take place. It was a pity to listen to the millions of interesting incidents on how they had faced the challenges in undertaking the TOD, Study circles, agitations and other activities but all this remained as mere stories and could not be authenticated.

Mr Sailesh Sharma, a Teacher-In-Charge (TIC) from Circle-15, Kolkata spoke about the differences between being a Head Master (HM) and a TIC. Many agreed with him about the step motherly treatment meted out for the latter. But he stated that it was the 'Study Circles' that had made them stronger. In Circle No-15 of Kolkata district, the initial members were only 102 in 2010. This gradually went up to 115 and now it was 160 only due to Study Circles. This reflects the post phase-out impact of MEP activities. He also said that many of us pay money to more than one organization but the concept of Study Circle is different and missing from all other organization. He also stated that 27 March in the year 2000 was a bloody agitation where many of the women agitators were seriously injured by *lathi charge*(caning). But MEP made them all strong to face the worst consequences and win their way to success. The good work that was shared could not get the visibility it deserved for want of documentation.

Ms Ila Paul Basu the former Coordinator of the MEP and now a member of WBRPTA stated that at times the programme seemed to be a bit too technical and strict. For example according to the present

times the programme ought to be need based and shorter as time is a big constraint and five day workshop is almost impossible. Teachers have enormous extra burden to carry on with and members do not find the time for anything lengthy. Hence one day workshop will be more popular and cater to the local needs. This aspect was also stated in Phase I, by the Tamil Nadu Elementary School Teachers Federation (TESTF). Some of the senior members of WBPTA stated that although they were much more aware about their rights but needed some more training for creating the right kind of system.

KPSTU similarly displayed a deficit in the supervision of documentation and records. There is no common format for collecting information. No continuity or follow up on decisions taken. In fact KPSTU was of the opinion that there should have been a timely evaluation preferably by the AIPTF / Lararforbundet so that they would be better prepared for the occasion.

Despite the weaknesses stated, the usefulness of the programme far outweighs the weaknesses. Praises and accolades were showered on the activities of MEP. The Membership Education Programme had the greatest advantage in the very objective of bringing together the primary school teachers of India onto a common platform. Earlier they were disjointed according to various members. Not only was this a challenging task but a need based priority as well, for the primary school teachers in India. The concept of 'unity is strength' has been very well adopted within the programme resulting in creating independent sustainable unions based on EI's core principle of 'Development Cooperation' (DC).

KPSTU was quick in developing partnership with other unions particularly for holding rallies and demonstration in order to achieve their rightful demands. These demands have imbibed need-based and context specific priorities. Many of the agitations are in partnership with other

organizations in the state. The two unions have democratically elected their leaders with greater accountability and transparency which is acceptable to the mass. It has remained active over a long period of time with a fairly high level of performance.

Members from the WBPTA stated during the field visit that the Study Circle has helped the union to enhance their membership and retain them despite the existence of a huge number of unions. The quality of leadership has improved tremendously with enhanced awareness among the members particularly among the women. The president of KPSTU Mr P. Hargovindan stated that the 'Membership Education Programme' has brought about active participation in Union's work particularly among the women and youth. This fact was amply displayed in the Youth Festival organized by the state government of Kerala where KPSTU was given the responsibility of catering to a massive population of 17000 or more. They were responsible for all the meals (breakfast, lunch, tea and dinner) for people coming from different parts of Kerala for a period of 7 days (Refer Annexure IX).

Members from the KPSTU stated that MEP has been a programme that adopted a 'low cost' method for creating union awareness. It reaches the grass root level quickly and had a bottom-up approach. Its need based activities are quick to address the local issues. Mr Harigovindan, gave the example that the first of November is the Malyalam day and a *dharna* was being organized. It was decided to chose an area where Malyalam was a minority language, e.g. in Kasaragod. There were only five Malyali students. As a result teachers were under a constant threat of being thrown out. So Kasaragod got chosen for holding the *dharna* in order to solve their local problems. Members of KPSTU were of the opinion that ideas on unionising can only be learnt from Lararforbundet's MEP. Awareness regarding service matters has only come to the forefront because of MEP. It helped them in learning

how to conduct meetings, achieve leadership and develop quality and positive thinking. All this resulted in problem solving capacity and team building. At the end of the day, the President of KPSTU was of the opinion that this programme has given them good leaders and improvised communication channels with political leaders like the present DDE and others. This fact was authenticated during the focused group discussion during the field visit and while meeting officials from different departments.

The President of WBPTA Mr Ramsahay Mukherjee, also stressed that the MEP has strengthened good communication links and has provided a forum to address the local grievances speedily. If one could continue the Study Circle on a regular basis, it would be extremely beneficial for the union. However under the present circumstances the study circles are not held that often and one needs to compromise somewhere. The General Secretary of WBPTA, Mr Nimai Chandra Mandal stated that the MEP is particularly of use for the new recruits especially at the micro level (i.e., block/circle). This was observed at the state and district level focused group discussion

where many youth members expressed that they joined the union only after attending the study circles.

III.2 Membership and Dues

a) Growth in Membership highlighting the increase by gender

The increase in the membership of KPSTU has been sharp in the post phase-out period while WBPTA has maintained its membership growth without much change. Women dominate the membership in KPSTU while the men are more in number in the case of WBPTA.

WBPTA has not had a substantial gain in the growth of membership, but the trend depicts no drastic fall either. In fact there has been a slight increase in the overall membership of WBPTA with male members dominating the picture in terms of numbers. If one compares the total members to total no of teachers the lines show a more or less parallel pattern implying a constant overall growth has been maintained during the various phases from pre phase-out to post phase-out stages. This has been despite the fact that the recruitment process has been extremely slow.

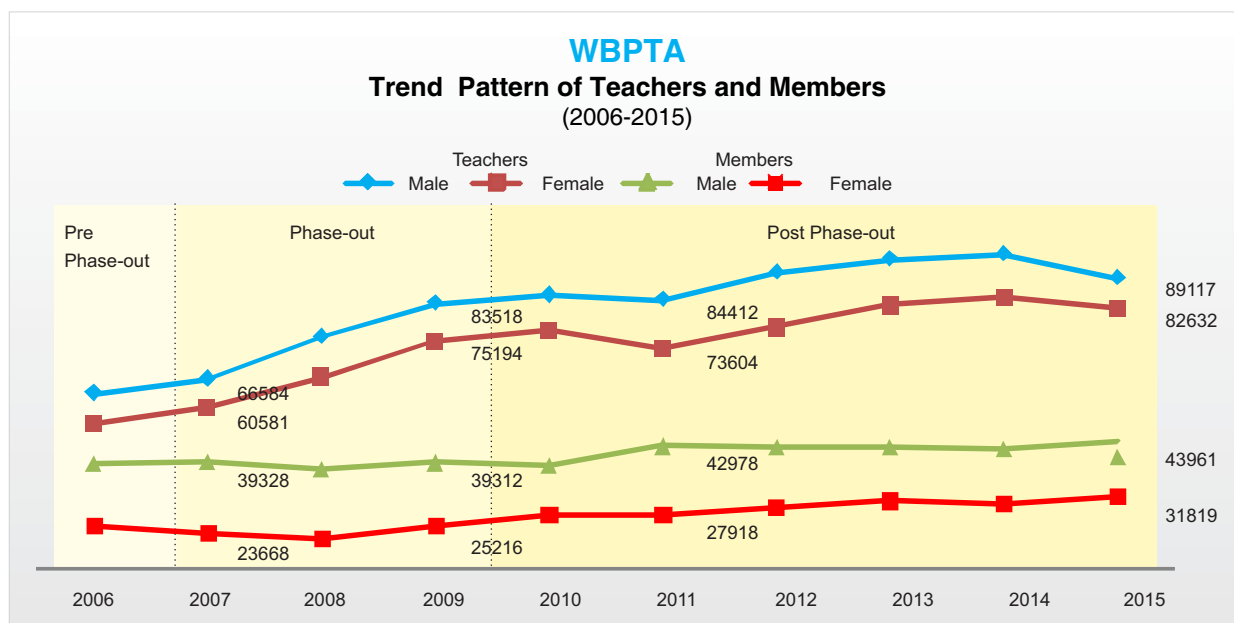


Fig I

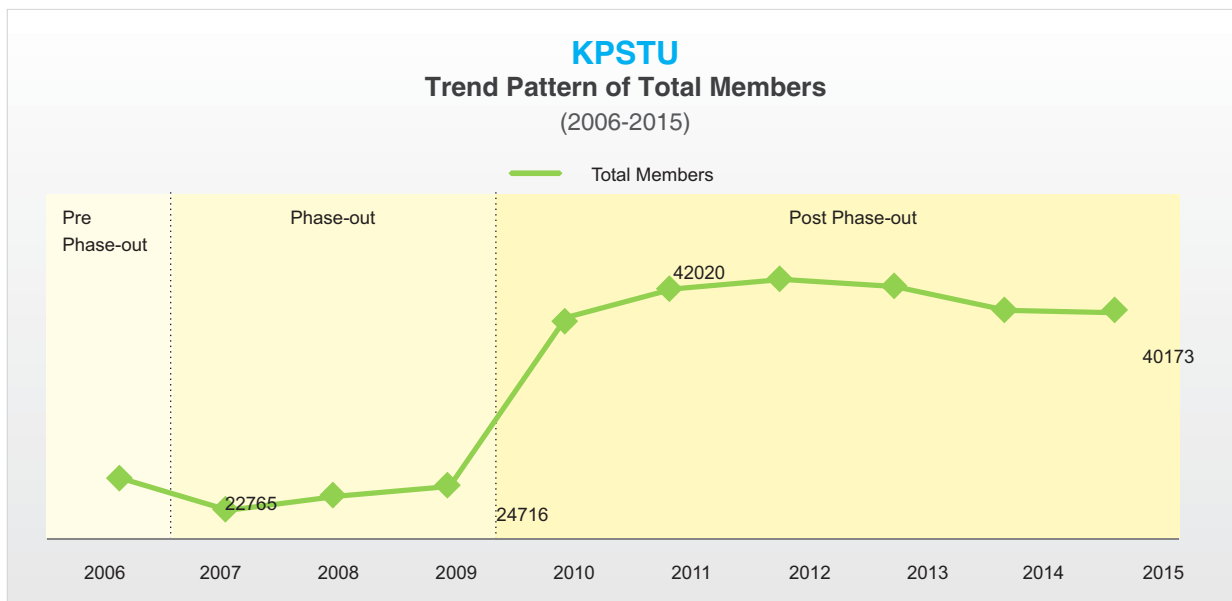


Fig II

Similarly in the case of KPSTU, the membership trend shows an increasing one. During the post

phase-out period in 2010, KPSTU has shown a sharp increase in the membership growth.

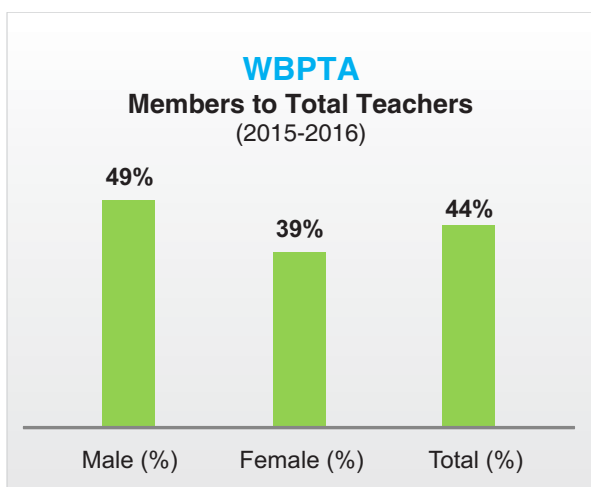


Fig III

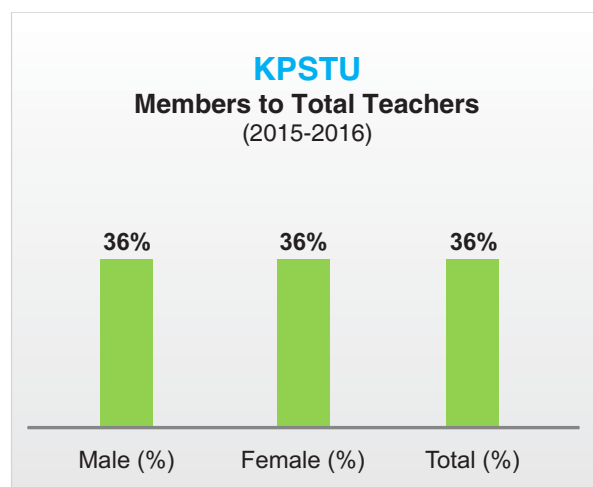


Fig IV

The statutory bodies as per the Constitution of WBPTA adopt the 33% reservation for women. Out of the total teachers of West Bengal, 75780 (44%) are members of WBPTA. In terms of the male teachers almost half are members of WBPTA while 38.5% of the women teachers are members of the WBPTA implying that a large number women teachers (>60 %) do not belong to WBPTA. In the case of KPSTU, 36% of the women teachers belong to KPSTU, 36% of the male teachers are

from KPSTU, thus implying a 36% of the overall teachers are members of KPSTU. During the course of the field visit there was a move going on to combine two unions to form one, called KPSTA in Feb 2016. This has perhaps been already implemented as stated by the President of KPSTU. In 2010, KPSTU had been formed similarly by combining KAPTU and PSTA. However the present data shows only 36% of the teachers are members of KPSTU.

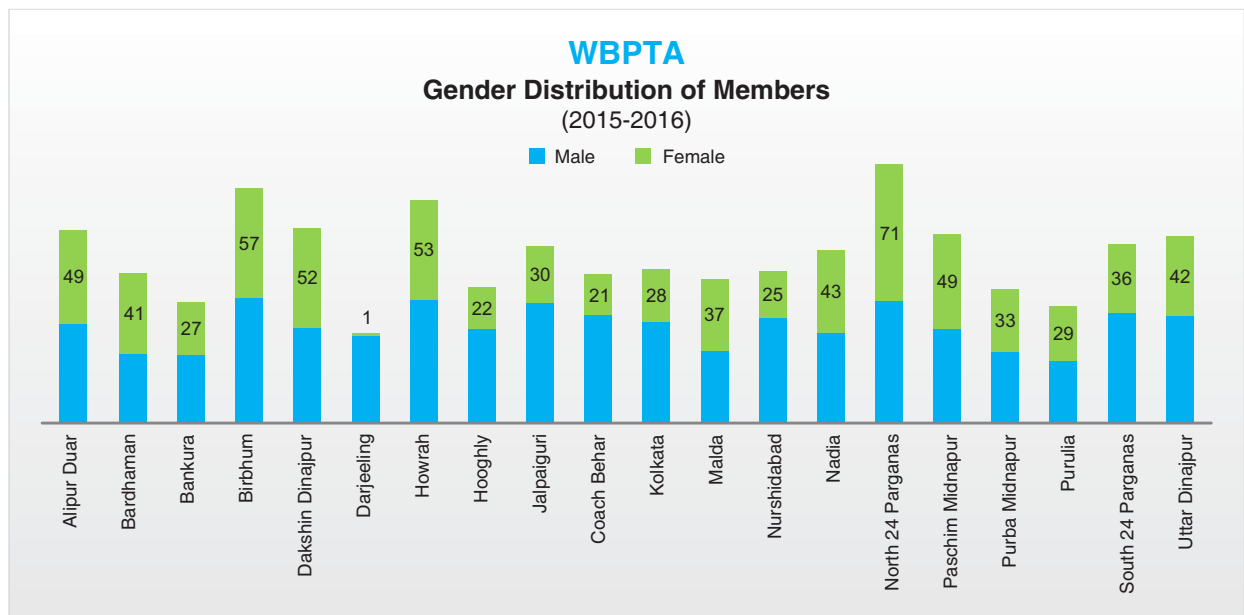


Fig V

The bar diagram showing the gender distribution of members among the districts of the state of West Bengal depict Darjeeling(22) and Alipur Duar (485) as the least in terms of women members. These are the districts which are located in the north and are among the most remote areas. Alipur Duar is a newly formed district. However it is strange to find that Kolkata district also has the third lowest number of women members followed by Cooch Behar. It is also interesting to note that districts in

the neighbourhood of Kolkata like North 24 Parganas, Paschim Midnapore, Purva Midnapore, South 24 Parganas, Burdwan and Birbhum have a high concentration of women members in WBPTA. It clearly reflects the dominant government position on the primary school teachers in Kolkata city. Kolkata being the capital of the state is expected to consist of teachers who may be highly charged and politically motivated.

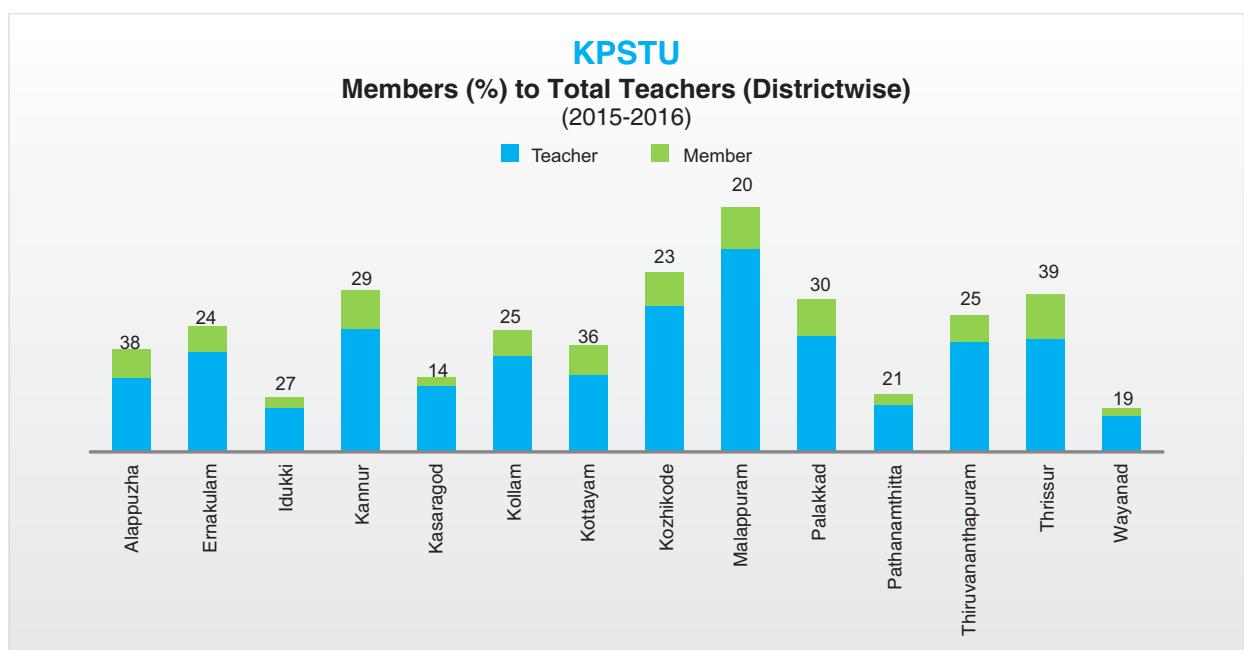


Fig VI

The district wise gender distribution of KPSTU members show that they tend to unevenly distributed over the state. None of the districts have above 40 percent of the teachers as its members. This implies that there is still a large scope for enhancing the membership in every district. The highest concentration of KPSTU members are in Thrissur (39), Alappuzha (38), Kottayam (36) and Palakkad (30) mostly located towards the south of Kerala. The lowest is in Kasaragod (14) located in the north of the state.

b) Changes in Membership Dues

Although there has been a substantial increase in the membership fees (300 percent for WBPTA and 400 percent for KPSTU) from the pre phase-out to the post phase-out period this falls far below the global standard.

Although there has been a significant jump in the WBPTA membership fees from Rs 40 in 2006 (pre phase-out) to Rs 120/-in 2016 (Post-phase-out stage), implying a 300% increase and in the case of KPSTU, a 400 percent increase, from 50 rupees in 2006 (pre phase-out) to 200 rupees in 2015 (the

post phase-out stage), these remain far below the international standards where the membership fees charged are at least 1% of the salary. Thus the membership hike does not match anywhere near the global standards. A yearly contribution of Rs5 to10/- is put aside from the membership fees towards expenditure on MEP activities. Most of the local participants bear the expenditures incurred as a result of their travel, tea/refreshments. Therefore expenditure on most of the activities that are held is not a burden on the union.

The trend line of membership fees for WBPTA shows a gradual increase year by year. According to WBPTA, there is presence of numerous rival organizations charging very nominal fees. These organisations can afford to charge a nominal fee as they are close to the government and get donations in various forms from the government. They even earn a huge sum by holding conferences and so on. So they don't depend on the membership fees. Therefore WBPTA in order to keep pace with the other organizations cannot start charging a higher fee. This may result in members simply leaving WBPTA.

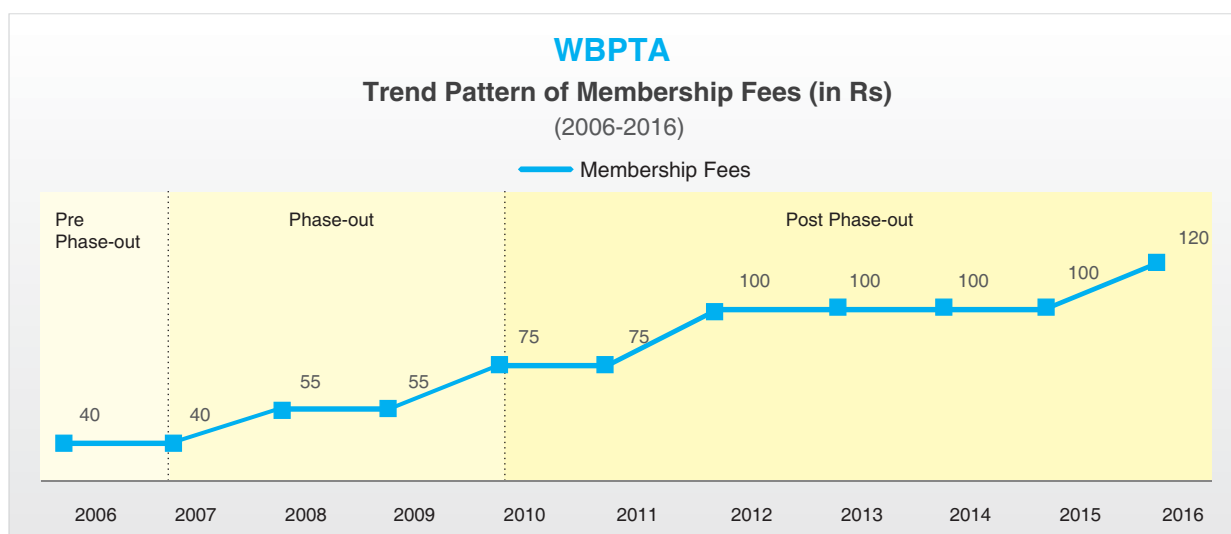


Fig VII

In Kerala similarly, there are too many organizations (>35). Other organizations charge much lower fees as they are supported by opposition political parties. So it becomes extremely competitive. However the President of KPSTU, Mr P Harigovindan, was hopeful that by the end of 2016, the tenth state pay commission will be implemented and then the salaries would get enhanced and accordingly the membership fees

can be hiked up. At the moment, increasing the membership fees needs to be approved by the General Council as well as the by-laws which is a lengthy process. The last time that this was done was in 2012. More or less a three yearly gap has been maintained for increasing the membership fees. So 2016 is perhaps the right time to propose such an option.

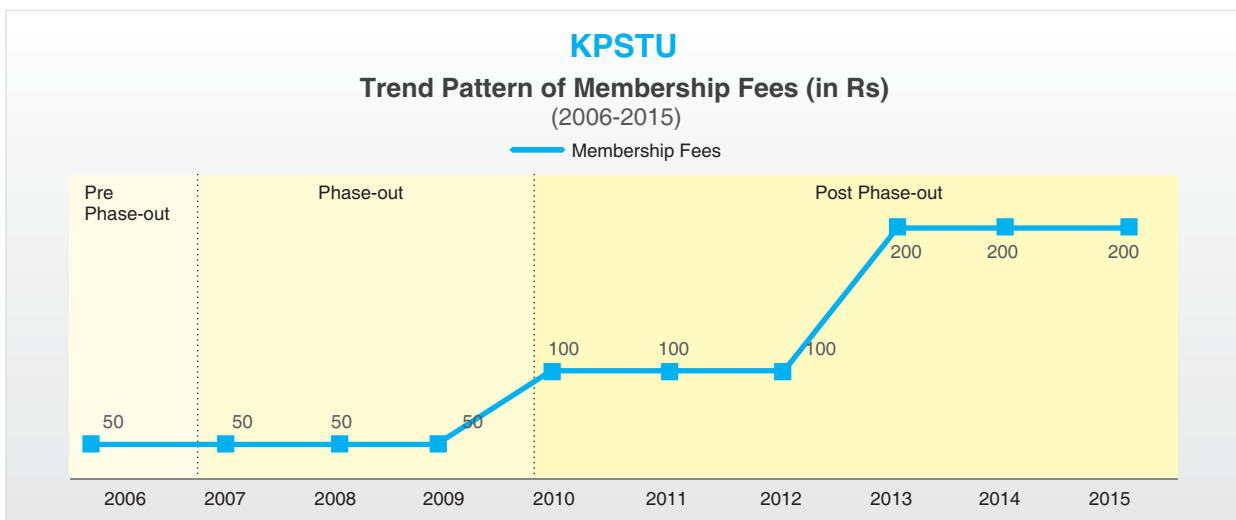


Fig VIII

III.3 Women and Youth Representation

a) Participation of Women in the Union and Women in Leadership Positions at Various Levels

Despite signs of better development indicators in the states concerned, the scenario for both KPSTU and WBPTA remains poor when it comes to women's representation in leadership roles and decision making bodies.

It is unfortunate that with 78 percent women members in KPSTU and 38.5 percent women in WBPTA don't seem to be existing anywhere in the union's profile. Despite a 33 percent reservation for women in the statutory bodies as per the Constitution of WBPTA and KPSTU, an acceptance still seems to be awaited from among

the mass. In all the levels of union's decision making bodies, women seem to be far and few.

WBPTA is governed by 3 major decision making bodies which are the State General Council (380 members), the Executive Committee (112), the Office Bearers (17) and the Project Committee (10). A glance at the women representatives in these bodies show 97 women (around 25%) in the State General Council, 16 women (14%) in the Executive Committee, 4 women (about 24%) among the Office Bearers and 4 women (40%) in the Project Committee. This clearly shows that the clause of 33% reservation is not followed in the true spirit as far as decision making bodies are concerned. A glance at the district wise President (P), Secretary (S) and Treasurers (T) show that out of 20 districts, there are only 4 women representative out of 60 positions. These are Presidents from Alipur Duar, Dakshin Dinajpur, Darjeeling and a Treasurer from Kolkata taking the women representative to hardly

7%. These representations are mostly elected and some are mutually accepted as well.

KPSTU also follows a policy of adopting the 33 % reservation for women and is guided by four major decision making bodies. The State General Council consisting of 92 members out of which 21 are women (23%), the Secretariat consists of 20 members out of which 2 are women (10%), the Executive Committee consists of 27 members out of which 4 are women (15%) and the State Office Bearers consisting of 21 members where two positions of Vice President and two positions from Secretaries are reserved for women. Even here there are only 2 women (about 10%). Besides these KPSTU has a State Project Committee consisting of 11 members. Among the 11 members 8 are the elected office bearers including two reserved posts for women representatives. It also includes one member from the Women Committee of Kerala State plus two coordinators of AIPTF to complete the total picture of 11 members. Out of this 5 are women (46%). Besides these there are 11 Cells identified thematically eg, Youth, Pre Primary, Head Master, and Vanitha (Women) forum, etc.

A breakup of positions where women are holding office-bearers posts in KPSTU reveals that even those posts reserved for women go uncontested. These include one Organising Secretary and three Secretaries at the State level. At the district level,

they are one Vice-President, and one Joint Secretary for all the 14 districts. Incidentally there is one president in Ernakulum district who has been elected which is something to marvel about! At the Cell level, there are three women out of 11 Cells who are the Chairpersons. These are the Head Masters Forum, Vanitha Forum and the Pre Primary Teachers Forum. The Block level has 9 out of 158 where women are visible in bits and pieces.

While talking to women members in the focused group discussion, during the field visit, women showed reluctance in participating in election process, and taking on roles that involved lots of travelling and taking on responsibilities. In many cases their spouses and family members did not want them to go out of the house so much. Some of the women even revealed that their teaching job was itself a great thing and they were doing it with a lot of caution. Their priorities are for the home and unless and until there is support and encouragement from the family members, women will always remain behind the veil and reluctant to come out openly for taking on greater responsibilities. Yet these women are always in the forefront when it comes to agitations or helping the society to recuperate from damages and injury. They are therefore happy to be at the backdrop of any such programme as long as they are not the ones shouldering the main responsibilities.

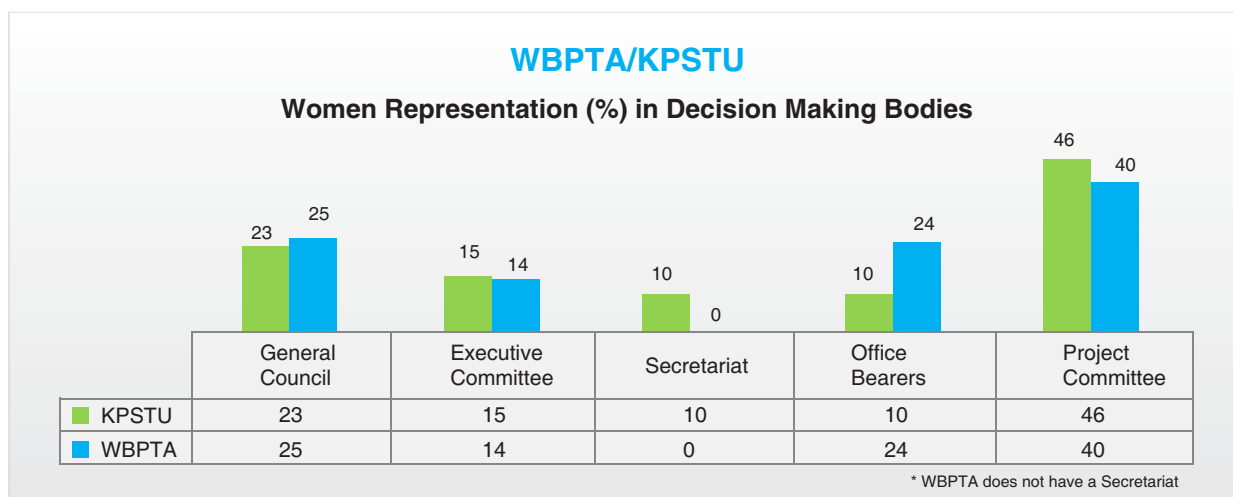


Fig IX

As seen in Fig No IX, excluding the project committee, women is nowhere occupying more than 10 to 25 percent of the leadership positions in the union. Thus the 33% reservation for women seems nothing but a myth.

b) Role and Responsibilities of Youth and Women in Unions

Although Women amply display their presence in all agitations of the Union from time to time, their absence from leadership roles is glaringly noticeable. Youth members on the other hand, help in the extended programme of the Unions organizing workshops and conferences for school children and the youth.

It is interesting to note how women in the two unions of WBPTA and KPSTU take special interest in the participation during meetings. They participate in large numbers for agitation and come forward for every demonstration. But when it comes to contesting elections they shy away. This is especially strange in a situation where women occupy a substantial proportion of the membership (78% in KPSTU and 39% in WBPTA) in the unions. Their roles remain confined to activities outside the ambit of decision making bodies. Although a proper democratic process is in place for contesting leadership positions, they are hesitant to come forward. Women have been instrumental in marching forward shoulder to shoulder along with the men colleagues for all kinds of demands. There are instances where they have been beaten up by the police as stated by members of WBPTA.

It was observed that several women members help and cajole children to come to school. Ms Swagata Bhattacharjee from Naihati Circle stated that when there was a Hindu Muslim conflict their area had 70 % of the children as Muslims. So they stayed back and guarded these children. Parents feel secure keeping them with the teachers. Even during a natural calamity like floods the school become a shelter and all women teachers came around along

with the men to provide food and other facilities. The natural calamity that happened in 2008 called Aila in the Sunderbans area was looked after by the women and youth from WBPTA (about 30 teachers) with materials such as mosquito nets, medicines, water, etc. WBPTA did not wait for the government assistance to arrive. The women members from WBPTA have also taken up small studies to tackle with the problems faced by the children and the society at large. Ms Mita Dutta Malik from the Women Cell of Amdanga Circle stated how they had taken up small studies and had tried to implement stopping of defecation in the open, attract uninterested children to school by singing door to door and reciting poems. This had created a huge impact and now a lot of children come to school. Women members have participated in assisting the drop out children, adult literacy programme, fight against child marriages, rescue victims from accidents and help the mentally challenged children to read and write. Ms Suhani Roy, another member of the Women Cell from Barrackpore Circle stated that there was no building when she joined the school. The children had no doctors which she managed to get through WBPTA.

In KPSTU similarly women are hardly visible at the higher levels of the State positions. They are either at the Block level or as Chairpersons of Vanitha Forum as discussed already in section III.3.a. Ms Geetha Kommeri the Chairperson of the State Women Committee, Kerala was highly appreciative of the MEP activities and stated that she had been a product of the Study Circle, TOD and also PDP. She claimed that these activities can transform anyone and was especially meant for the women. However she stated that the quality of training was deteriorating and the organisers needed to intervene and check the quality that is being imparted. She insisted that the activities under the Study Circle and TOD must continue. Smt N Kalyani Kutty, the former Coordinator, stated that it

is important for the one day programme to continue as the women's problems are discussed there and solutions are also suggested. Mr Jai Prakash, the district Education Secretary from Palakkad stated that despite paying a huge amount the women stay in the background. Ms Sree Latha, the Block Secretary from Palakkad stated that she was transformed from an ordinary house wife to KPSTU Block Secretary. She has been able to enhance her block members from 230 to 260 despite the fact that 50 members had retired. With help from KPSTU she managed to form a trust which extended all kinds of help for the marginalised section of the community. She has been involved in the Chief Minister's fund of 15 lakhs for improving schools and surroundings and reaches out to the cancer patients and those under dialysis. She is also a SCERT trainer and was all eager to take up social challenges.

In terms of youth, WBPTA had a very limited number of youths in their decision making bodies. Among the office bearers there were about 7 members out of 17 who could be categorized as youths (<45 years). Only two members out of 9 in the Project Committee were under 45 years in age. In WBPTA many of the youth members were attracted to the union as one of their parents had been a member of WBPTA. The Union has put a clause of minimum two years of membership before he/she can hold any post in the Union. The Youth members are kept informed; problems are discussed and prepare them to carry forward the struggle. They are also informed about how other organizations have failed because of govt nexus and how to prioritise demands. Some of the Youth members participated in the Rath Yatra organized by AIPTF and the Bike rally. Many of the youth leaders are actively involved in regularising the para teachers. Many of them are keen to start a website for WBPTA. The youths also keenly participate in retaining the scheme of giving a teaching post to the next of kin for those who 'died

in harness'. Youth members are also involved in blood donation camps, and assisting with relief to the victims from natural calamity. Mr Mantu Kumar Biswas from Gopalnagar Circle lives in Bongan near to Bangladesh border stated that every 4 to 5 months the area is completely submerged under water. It has a history of natural calamity that has struck the region. The teachers come forward every time to take the people to safer places. A separate fund is created with the help of WBPTA. Meals are cooked and distributed. The BDO also call them and request them to help. The Annual Sports day also attracts a huge crowd from various places and it is the youth members with help from WBPTA who make arrangements of keeping and feeding them. They even help in preparing files for income tax, address book with contact details.

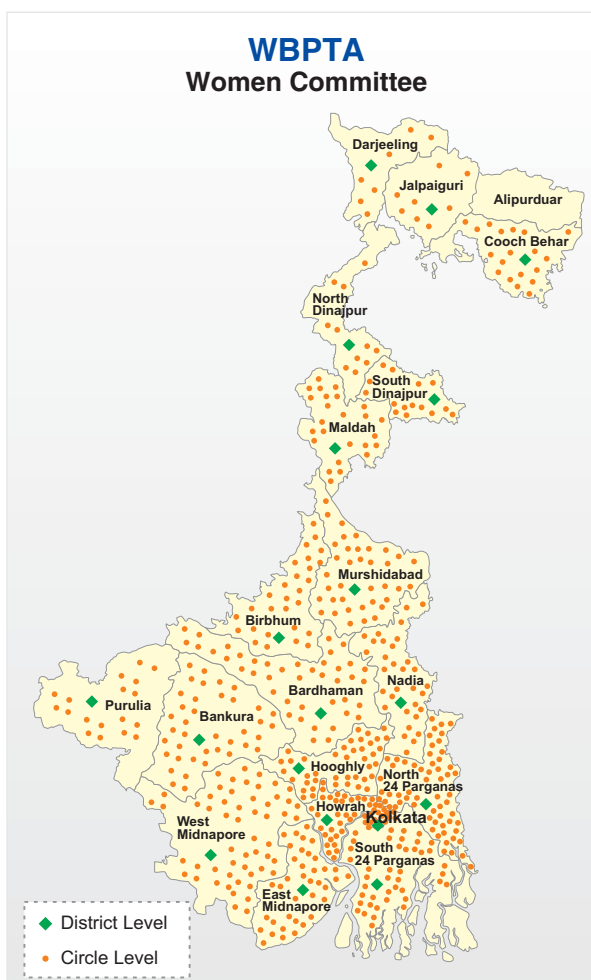
KPSTU has a special cell for Youths. However in terms of numbers the youths in the union are fairly large but they are not much visible among the state positions. Data for the exact number of youths was not made available. In spite of training programme particularly targeting to attract the youth has not translated into action. According to Mr Prakash, the district Chairperson of Youth Forum in Mallapuram expressed that the youths do not come forward. He felt more study tour and get together camps need to be organized for making them aware of the history. However Mr Haroon Syed, the Block President of Youth Forum from Cheruppalaseri block felt that system is much better now where they are being involved. Mr Mohan from Mallapuram was critical about the youth members and stated that they are already satisfied with the good pay packets and are not interested to come forward now. Mr Hari V is the State Secretary of Youth Forum. He said that a 2 day camp was organized in Idduki on Leadership and Unionising. Such training camps gave a new impetus and strength to youths. He was happy to have participated in various agitations and demonstration through KPSTU. The Youth Forum in Dec 2014 organized a dist level workshop called

"The Pulse" which was inaugurated by an MLA. They also organised for the 10+2 school children a one day conference called COMPASS (Path Finder for our Kids) on 19 February 2015. This was for the northern districts of Kerala. There were more than 2000 participants with 250 teachers. Mr Ubaid C. Ummar, the Youth Forum district Convener is also a resource person in Arabic language for the SSA training programme. He stated that KPSTU has been conducting environmental training, Organic Plantation, medicinal plants, Ayurvedic, etc based on mutually collected funds. These are areas which will be highly beneficial in attracting the new members. The Youth Cell meets once in four months and maintains a record of their discussions although these were not seen by the evaluator. The importance that the state government attaches to the Youths is amply displayed through the 56th Youth Festival (Refer Annexure VII).

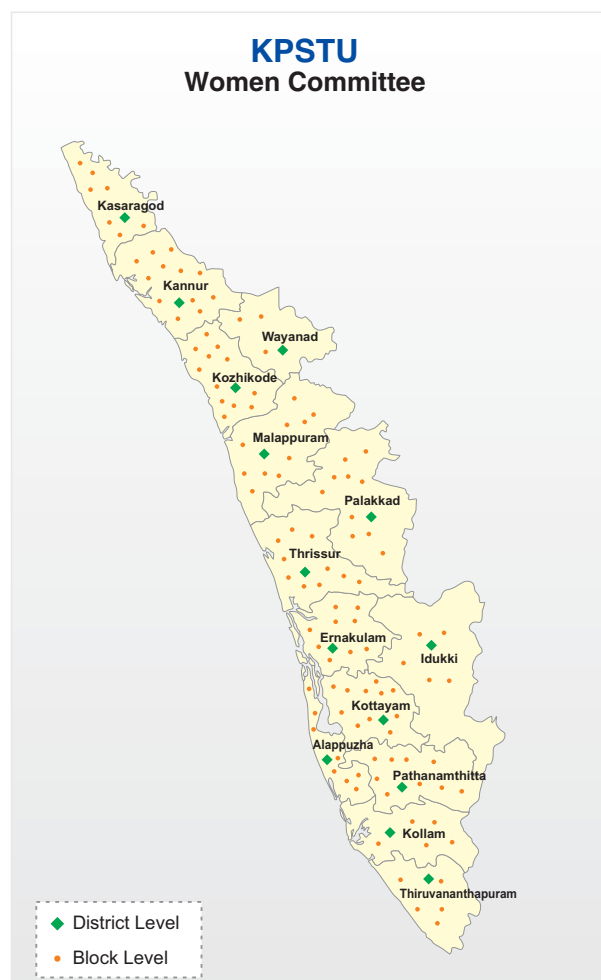
c) Are there Exclusive Activities for Women Members

Women seem to be exclusively for undertaking social responsibilities, conducting surveys and creating Women Committees which although interactive but are not impactful

Traditionally women in India are mostly found concentrated in the professions of Nursing and Teaching. They carry the same gender stereotype roles in the society and are perhaps considered a misfit for taking on leadership roles and remain confined to education and social problems that are visible in relation to schools, children and the community at large. A Women Committee being in place helps the women to discuss and air their views freely without any fear. Hence WBPTA and KPSTU have a Women Committee in all the districts of the states of West Bengal and Kerala.



Map No. 1



Map No. 2

WBPTA has a Women Committee in all the 20 districts besides the 711 Circles (>80%) of the state. Where there are a lack of women teachers, Women Committee at the Circle level are missing like in districts of Purulia and Bankura. All others have Women Committee which started since 1989 from the undivided 24 Parganas and eventually spread over the state in 1993.

In Kerala, Women Committee exists in all the districts and also among 116 blocks out of 161 blocks of the state. This fact was attested by Ms Geetha Kommeri, the Chairperson of the State Women Committee of Kerala. Creation of a Women's Committee does provide a much needed forum for the women members but much remains to be done. Many committee members expressed their satisfaction and were glad to belong to such a forum which provided them a platform to discuss their personal problems and learn from each others' experiences. Directly or indirectly the beneficiaries have been only women who mostly belong to the grass root level.

A glance at the minutes of such meetings showed that discussions hovered around transfers, maternity leave, maternity protection and the laws associated with it, child care leave and so on. This was a forum from where women gathered information from each other and are undoubtedly important matters. However the discussions lacked any talk or debate on how to promote the women members for leadership roles or even selecting a women member to take on responsibilities of the union by contesting in the next elections. None of the discussions featured about any such matter.

Women therefore are commonly involved in the social problems or are busy with mundane activities such as undertaking surveys and helping in the election processes of the country. This is an extremely tiring work and women members have time and again found it difficult to carry on. Most women complained that living in a matriarchal society, "domestic barriers" becomes a serious

obstruction in their path. Women in every household are responsible for the smooth running of the house, maintaining the "traditions" and provide "comfort and care" to all members of the family including the "extended family members". This leaves them with lesser time to get out from the drudgeries of household duties.

III.4 Membership Service and Training

a) Recruitment and Retention of members-development before, during and after phase-out?

A positive retention rate of members in both the unions of WBPTA and KPSTU was clearly observed despite the combined force of a slow pace of recruitment and a regular smooth process of retirement of teachers

WBPTA of West Bengal started its journey with only three members in 1970. It has faced a lot of hardship on the way due to its being in the opposition with the left government that ruled the state for almost two and a half decades. The same situation continues in the present times after a new government has taken over. WBPTA is essentially apolitical and does not receive the attention that is necessary from the government. According to norms laid down by RTE the proportion of teachers to pupils has been stipulated as one teacher for every 30 children. This perhaps is now being reconsidered for a further reduction. However most of West Bengal's Primary schools do not follow this standard. The urban areas tend to have an excess supply of teachers as compared to the rural areas. A large number of children in the urban areas tend to leave and join the private schools due to better infrastructure facility. Thus over the last few years there have been at least more than 3000 schools which closed down in the urban areas according to Ms Ila Paul Basu, the former coordinator, WBPTA. This led to a merging of schools and teachers

resulting in a loss in the number of schools. There is no transfer policy in place either. Although the new rule states that transfers can take place only within 3 to 6 kms radius but this is not in practice as yet. As stated by Ms Ila Paul Basu, the recruitment process of teachers in West Bengal, was advertised way back in 2009 and the exam for this was held in 2012, but a court case was filed in favor of the para teachers for a 10% reservation as per norms. They are entitled to this quota and those selected are required to undergo a training programme. The verdict from the court has now finally come and it is in the favor of the para teachers, but the State elections are at present ongoing, so things are at a standstill and no recruitments are being held. Therefore although there was an advertisement in 2009, its more than six years since recruitments have taken place. Despite papers showing a smooth and fair recruitment process, WBPTA stated that the picture is quite contrary. There are more than 20,000 vacancies in the state at present while many schools are without teachers in the rural areas. So while the recruitment process is at a snail's speed, on the other hand the retirement of teachers has been smooth and timely. Under the given conditions it's a wonder that there is a still steady increase in the membership growth rate of WBPTA.

In the case of KPSTU, despite a good rapport with the government, KPSTU also complained about the slow pace of recruitment as compared to retirement of teachers. According to the Education Minister, Mr Abdu Rab (who has been awarded as the 'Best Education Minister' by India Today), stated that in Kerala one third of the schools are

government owned and government run. The rest two thirds are with the private sector. Out of this two third, one third of the schools receive the salaries of teachers from the government so that the children from those schools do not suffer as a result of closure of schools. There are schools which are considered uneconomic eg. it has 4 teachers and no pupils. Such schools used to be around 5000 in number according to the Minister and had a constant threat of being closed down. However in 2011, these were all regularized by the government and there is no threat to their closure now. KPSTU however stated that there was still many more school which faced the same problem. The govt. has no role to play and cannot interfere in the single management run schools. If these schools are not profitable they simply shut it down after seeking due permission. Mr T J Edward, the district Cooperative Bank Director in Alappuzha and once a KPSTU State Councilor runs 46 aided schools and was speaking about how difficult it is to run these schools as children are shifting from aided schools to private schools due to lack of infrastructure facilities. The strength of children is falling rapidly. Areas such as Alappuzha coastal area and other Tsunami affected areas are the most vulnerable.

From among the total teachers in the state (including government as well as the unaided recognized schools) more than 78 percent are women. A similar situation is also found in terms of KPSTU members with more than 78 percent as women. Thus majority of the KPSTU are women members.

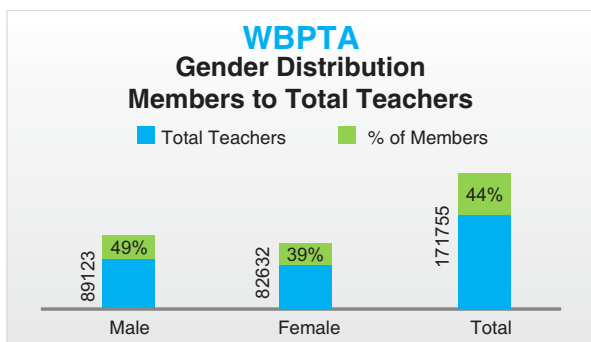


Fig X

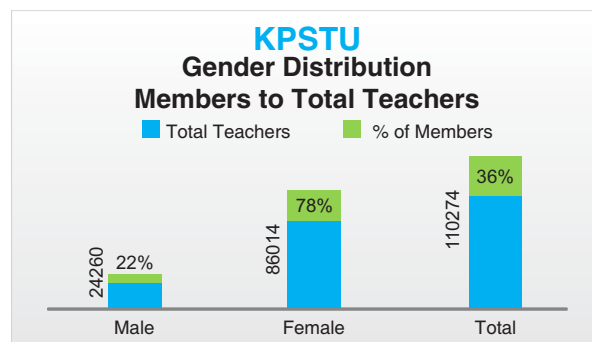


Fig XI

Data suggests WBPTA has 44% of the teachers as their members with the majority being men while KPSTU has about 36% of the teachers as their members with majority being women. It is evident that even though the recruitment process is slow and the retirement of teacher members are as per schedule, there is no negative impact on the retention of members. If one studies the trend of membership of the two unions, there has been no drop in the growth rate of members over the pre Phase-out, Phase-out and post Phase-out stages. On the contrary there has been a sharp increase in the membership of KPSTU post Phase-Out and a gradual increase for WBPTA throughout the various phases. KPSTU has had the advantage of a merger between two unions the KAPTU and PSTA to form one union which was named as the 'KPSTU' in the post phase-out stage. There is a likelihood that KPSTU will again be merging with another union to form the KPSTA. In addition the ban on the unapproved teachers of Kerala has been cleared and they will be at par to regular teachers. These teachers are around 1000 in number and are also likely to join KPSTU. Thus the total members will get a boost in their growth rate. In addition there were no cases reported whatsoever from either WBPTA or KPSTU who have left the organization after joining it.

b) Did the Concept of Study Circle help the Union to Increase the Membership?

The Concept of Study Circle contributed immensely not only in enhancing membership but also in retaining the members

During the focussed group discussion at WBPTA most of the members who had had a glimpse of the Study Circle unanimously approved about its merits. Throughout the field visit women from WBPTA and KPSTU, consistently shared their experiences that the Study Circle had brought in the confidence to face the public and has removed their fear of speaking up. There were so many new ideas that emerged from the Study Circle and planning could be initiated through them for joint action, organizing conferences, addressing transfer problems and so on. Study Circle was declared as an innovative technique which binds all members together and makes them stronger. Members expressed their appreciation for the Study Circle stating it creates awareness, makes one outspoken, fearless and has a huge impact. Many claimed that they have been able to bring many new members into the Union only because of the Study Circles.

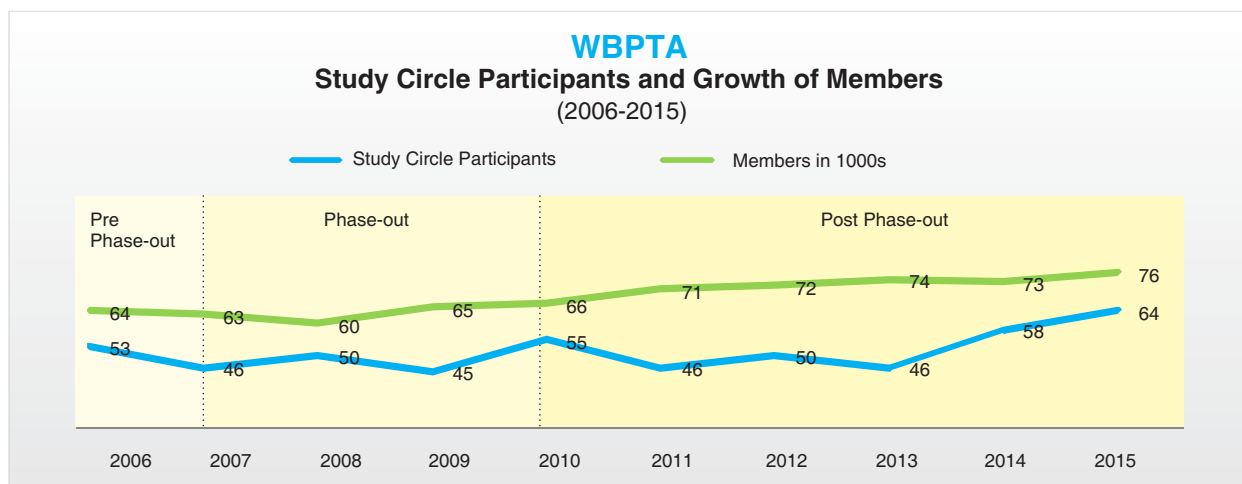


Fig XII

Based on the data provided by the unions, graphs were prepared to study the relationship between study circles' participants and growth of membership. An interesting feature can be studied from the graph between the two indicators (actual no of study circles were not available). Data shows that the Study Circles' participants during the pre Phase-Out, Phase-Out and Post Phase-Out have been steady and slightly on the increase. However the nature and duration of the Study Circle have drastically changed from the pre Phase-Out to the post Phase-Out stages. The trend of membership shows an increasing trend as well. Given the conditions of a slow or standstill recruitment process, an efficient and punctual retirement process, a strong opposition government at the head, the gradual increase in the membership growth can only be attributed to the Study Circles which must have created the necessary impact on the members' growth rate. The Study Circles has made WBPTA an attractive proposition for the new

members to join, as stated by various members from WBPTA during the focussed group discussion. Thus the concept of Study Circles has created an impact in increasing the membership and also retaining the old members.

In Kerala similarly members expressed great admiration for the concept of Study Circle. Women members specially highlighted its advantages such as capacity building, feeling of oneness and developing team work. Many stated that they joined the union only because they attended the Study Circles. This was the greatest attraction for joining KPSTU. Several members expressed their regret in not being able to join in the TOD programme and Study Circles as they belonged at that time to another Union. In fact Mr Mohammad from Vengara block proudly spoke about an award that he had received for having enhanced the members in his block through Study Circles. Most of the members were women.

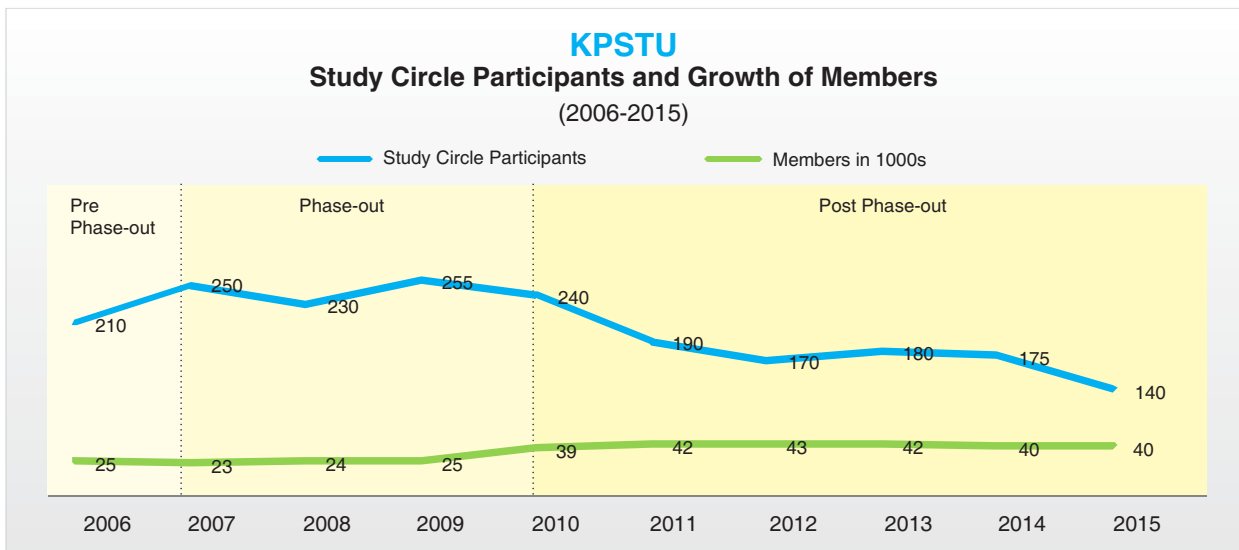


Fig XIII

If one observes the figure showing study circle participants to members in the case of KPSTU, it shows despite a sharp decline in the number of Study Circles' participants held from the pre Phase-Out period, there has been a sharp rise in the membership from post Phase-Out period onwards. The relation between the Study Circle participants

and the number of members show a negative correlation implying that with a decrease in the number of study circles' participants the membership of the Union increases. This fact is particularly in the post Phase-Out stage.

Such a trend may be attributed to the following

factors; although the Study Circles did continue albeit in lower tones as compared to the pre phase-out and phase-out stages, KPSTU has had an advantage in the sense that KPSTU does not have to face a severe opposition from the government side and thus could make their union more attractive for members with proper salary structure, leave and other benefits at par to the Central government. Moreover KPSTU has emerged after the merging of two unions (KAPTU and PSTA) in 2010/2011 that is, in the post phase-out period. This has also contributed towards enhancing their membership. Despite all KPSTU have only 36% of the teachers as its members as compared to 44% in WBPTA. Fortunately there is also a likelihood of another major merger for KPSTU following which KPSTU will become KPSTA. Besides another 1000+ teachers are likely to be regularised from Para teachers and in all probability will join KPSTU. Thus the membership of KPSTU is likely to have another major jump.

In the case of the Study Circles declining further it might have an impact on the total membership in spite of the prevailing conducive conditions. It is better to be dependent on the Study Circles in whatever form they may exist now, rather than depending upon a favourable government and mergers of unions for the latter are neither sustainable nor regular. There is always a probability of their reverting back.

C) Which services are offered by the unions to the members?

Both KPSTU and WBPTA have been successful in constructing a structure for the Union and systemizing things to get streamlined

The Union of KPSTU has covered a mileage for its members. During the post phase-out stage, it has had a tremendous jump in its membership as mentioned earlier clearly making it one of the most

dominant unions among all the other unions of Primary School teachers in Kerala. Ms Jaya Menon from Palakkad was convinced that such a mileage "is nothing but reflections of Lararforbundet's MEP which is now clearly visible in the cluster programme". She is a second generation KPSTU member. Her parents also belonged to the same union. The former President Mr K A Joseph spoke about how the Union has been conscientiously trying to bind together and reduce any possibilities of split within the union by holding regular Study Circles. KPSTU has fought for the implementation of the RTE act along with others and introduction of new education policy. KPSTU has successfully achieved in introducing the Health Insurance Scheme, bring about a unified Syllabus for attracting more children and teachers, sanction of maternity leave, paternity leave, LTC and so on. The KPSTU has been on the forefront to abolish the TET, fight against the Public Private Partnership (PPP), helping to mainstream the para teachers into regular teachers and oppose the promotion of any sectarian ideas for the unaided Schools. Mr George Gollathor, the State Associate Secretary spoke about how KPSTU have brought in the much required visibility to the union. It organized a *Mela* (fair) considered to be the largest *Mela* in Asia. The Union was also selected by the state government for taking care of the catering of the State's Youth Forum that was held in January 2016 with a massive participation of more than 17,000 people (Refer Annexure V & VI).

In 2011, there was a mass petition organized and State level hunger strike was held for implementation of sixth pay commission, following which the pay revision anomalies were removed. In 2015 KPSTU undertook a campaign on 'Serve a School, Save a School' under which 125 schools were adopted. It also undertook a Joint Action at the State level in collaboration with the 'Government School Teachers Union (GSTU) for implementation of the 10th State pay commission and approval of

the newly appointed teachers. During the field visit, it seemed that there was a likelihood of this being accepted.

WBPTA although in opposition with the present government, safeguards the rights and interest of their members at all times. In cases of irregular harassment such as improper transfers, irregularity in the disbursement of salaries, natural calamity, etc, the Union comes forward to protect the victim and shield it against all odds. Mr Aseem Biswas from Swaroop Nagar Circle located close to Bangladesh Border, elaborated how when 'Aila' had hit, they gathered together and requested WBPTA to help out in reaching the masses in the affected areas even before the Sub Inspector of Schools (SIS) could be contacted. They came out in large numbers with simple provisions such as *lungi* (local dress), mosquito nets, candles and matches, etc to mitigate the disaster victims in the 57 circles in and around the *Aila* affected region. WBPTA never hesitated to reach out to their teacher members at times of distress. He stated that since all sub division circles could not be reached; one person had to cater to more than one circle. It was the concept of Study Circle that helped them to practice what they had read. This had a huge impact later and teachers were relieved from their sufferings to some extent.

WBPTA has helped the members of the Union to the new pay scale however they are still agitating for the implementation of the sixth pay commission which has already been implemented in some other states including Kerala. Besides monetary benefit, the Union had implemented to employ the next of kin in case of premature death/accidental impairment ('Die in Harness'). Mr Sujoy Singh Das, the Head teacher of Shastri Harijan Vidya Mandir School in Bethagan of Kolkata district stated that the Communist government had stopped this scheme and WBPTA has now been able to revive it back. Ms Sunita Mandal who is Teacher in Charge

(TIC) of her school has 280 children. She stated, "There are 11 teachers in my school. Five of them are permanently either on election duty or some survey or the other. A minimum of nine teachers is necessary in the proportion of 30 pupils to one teacher. In addition one Head teacher per 150 children needs to be employed but where is this implemented? How am I supposed to run the school?" She stated had it not been for WBPTA whose members help me from time to time I would never have been able to complete my work load.

WBPTA with their agitations implemented the fifth pay commission's recommendation of salary and is fighting to implement the sixth pay commission. It has also simplified the pension process and it's much smoother now. It has provided the increment relief to pensioners, two increment for the Head teachers after a violent agitation on 27 March 2000 where several members were injured. The union is still fighting for the reimplementation of the ESI (Employees' State Insurance) which has been stopped and instead a Rs 300/- is being paid per month towards medical benefit. The members felt that this was too little. The WBPTA has been successful in fixing the first of every month as the salary day contrary to the previous dealing of no fixed date for salary disbursement. The salary now goes straight to the banks. Members were happy that now they get a pay slip which was not given earlier. One can now easily know their Provident Fund status. Mr. Nimai Chandra Mandal stated that people sometimes migrate to other places such as UP, Bihar, Jharkhand, or Kerala. After retirement, the non-Bengalis may like to go back to their home state and settle there. As such their pensions should be reaching their respective places which were not happening earlier. WBPTA has made this possible in 2007/2008. They now get their pension directly in their banks in those states. Erratic transfers of teachers have also been solved and members especially women will now not be transferred outside 3 to 6 kms radius from their

homes. This has been agreed but yet to be implemented. All transfers have to be within the Circle and not from one Circle to another. There are many other leaves such as Child Care Leave (CCL), maternity leave and other leaves which are now sanctioned.

d) How are those services valued?

The services provided by the Union are treasured by the members, who believe that the Union was a platform from where their future strength and empowerment process would emanate and take them miles in achieving their rightful demands.

The sheer increase in the membership growth is an indicator enough to prove that, the services provided by the Unions WBPTA and KPSTU were of value to the members. Both the Unions were appreciative that their salary was better now and in the case of KPSTU, it is at par with the Central Government pay scales. Most of the women members were grateful that they have all the benefits related to maternity and child care. They were also confident that they could now depend upon the union in case of any harassment. They were better equipped for training programme and other participation in the conferences and skill development activities. The union seemed to be the closest like a family. Issues such as the sudden transfers in West Bengal and closure of schools in Kerala seemed to be getting taken care of.

Members from WBPTA and KPSTU expressed their satisfaction in getting an opportunity to attend new training programme and be more aware about the new education policy and quality education. Due to proper training, office bearers were also able to put forward their points better. For example the WBPTA office bearers were empowered enough to freely demand from the Chairman of Kolkata Primary School Council regarding release of rent for the

school buildings in their application dated 11/01/2016, as otherwise the owners were threatening to take over the premises. This would have resulted in the closure of several schools. Buildings under rented accommodation were the most vulnerable ones. Similarly they were also aware of demanding their contingency grant which was withheld. In the case of Muslim teachers, WBPTA were vehement in getting their salary and bonus released before Eid festival. Under the Union's banner, placing their rightful demands had become easy and these demands has been put before the Education Minister time and again through their letters dated 12.03.2015, 17.06.2015, 14.09.2015, 28.09.2015, and several others. Some of these demands include reviving of old pension scheme, quality education as per RTE act, examination for children for determining their clearance to next class, regularising the para teachers, Implementation of 'Die in Harness', etc. Members are aware of their rights and know that 'Unity is Strength'.

In KPSTU, several of their members have a tradition where one or both parents had also been teacher members of KPSTU. Thus Union is close to their heart and they almost consider it like their family. Mr A.N.Vasudevan, the youth State Organising Secretary and a Head teacher from Thrissur (the district with the largest KPSTU members) stated that his mother was a manager and that the management of the Aided schools were trying to shut down the school. It was through the Union that they could keep it going. KPSTU has similarly decentralized their organization into 11 Cells and each Cell Chairman and Cell Convener work independently to develop each of its Cell's functioning under the aegis of KPSTU. Clearly KPSTU members showed great devotion and loyalty for their President, Mr P Harigovindan. The leadership qualities were clearly displayed by the president who took ample care to see that all his members were given their due respect. There were

several instances quoted by members to show how quick and fast Mr Harigovindan had been in clearing their problems. In one of the instances during the field visit, a women member arrived slightly late for the FGD and had to stand in a corner almost crushed between other male members since there was no place available. The President was quick to notice this even from the podium and immediately instructed one of the men colleagues to accommodate and offer a chair to the lady. This action was promptly undertaken and it speaks volumes for the President who displayed respect and care for his colleagues particularly towards the women members.

e) Types of Activities and their Frequencies for Members

Activities in the post phase-out stage seemed to be adopting a new characteristic. It is more informal, of lesser duration, and not so regular and this change has been attributed to address the need for present circumstances

In terms of activities, both the Unions of WBPTA and KPSTU have similar activity types. These include Project Committee meetings, Editorial Committee Meetings, Printing of Study Material, Convener's Workshop, Awareness Programme, Skill Development & Training and Evaluation Meetings. The major thrust of these activities have been on awareness generation and skill development/training all through the pre phase-out to phase-out stages.

Unfortunately expenditure on each of the above mentioned activities was not available post 2009, so the thrust areas remain unknown during the post phase-out stages. However there were many narratives stated by members during the field visit, suggesting they continue with the activities but in a much milder version. During the phase-out period, participants (both male and female) have been regular and show an increasing trend.

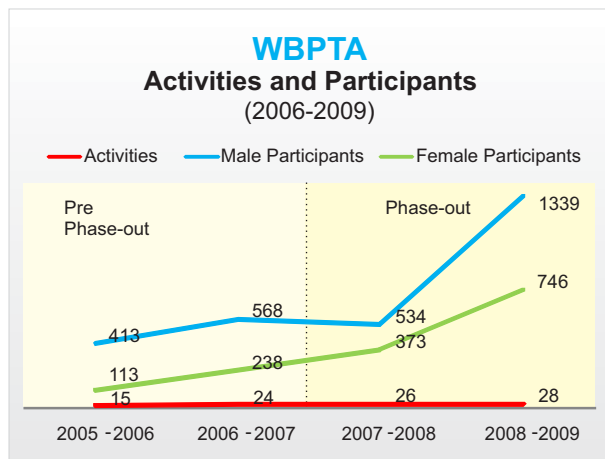


Fig XIV

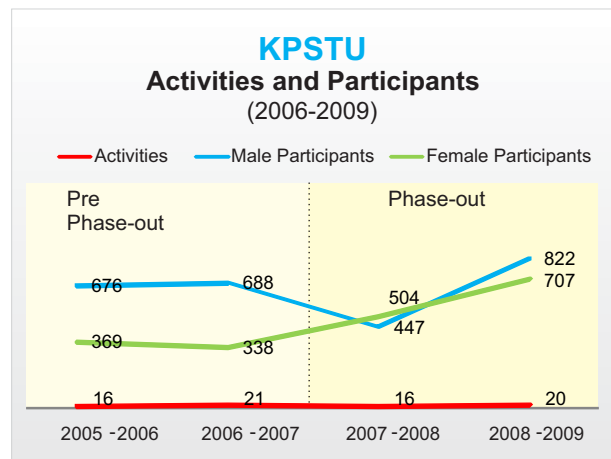


Fig XV

A similar situation was observed for KPSTU. The number of activities remained more or less at a constant pace. In terms of participants, males have generally remained dominant except for the year 2007-2008 in the case of KPSTU, where the

women are higher as compared to men. Despite women being 78% of the members in KPSTU, it is rather strange that men remain dominant as participants for the Study Circles and Conveners Workshop.

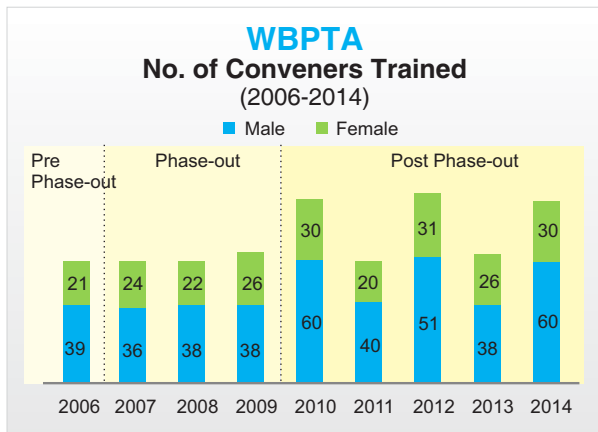


Fig XVI

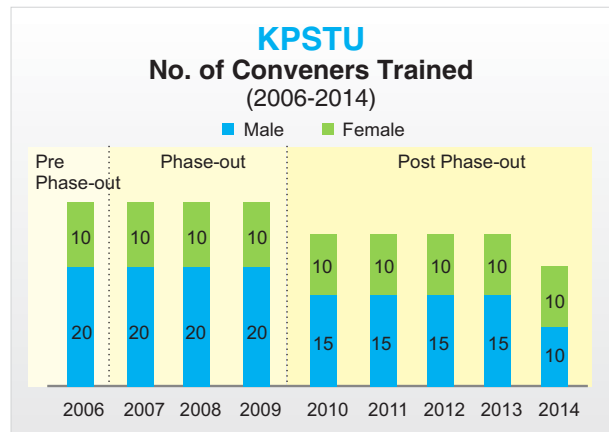


Fig XVII

As regards to the number of Conveners trained, WBPTA has more Conveners trained in the post phase-out stage while KPSTU has more Conveners trained in the pre phase-out stage. Most of the Conveners trained are male dominant in both

the Unions. As regards to the number of persons they have trained in return, the data was not available. As per the norm each Convener is required to train 9 to 10 members.

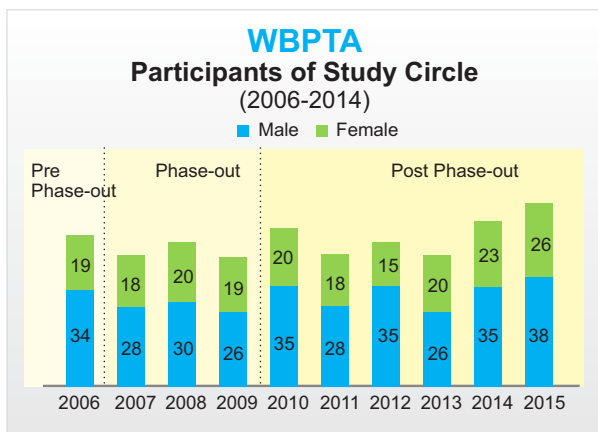


Fig XVIII

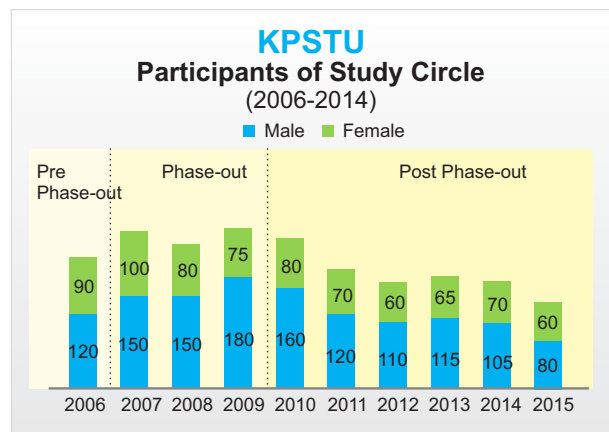


Fig XIX

In terms of the participants in the Study Circles, WBPTA shows a gradual increase of women participants in the post phase-out stage. In the case of KPSTU, the male dominance among the participants prevails in all the stages. In addition KPSTU shows the total number of participants as slowly depleting.

be very active during the pre phase-out stages is now being held not on such a regular basis. Both the unions of WBPTA and KPSTU stated that they have enough conveners now. Nevertheless, there does not seem to be any regularity in these workshops. Most of them have been converted into one day workshop and weekend Seminars. Record keeping is bleak. However members were still appreciative of the Study Circles in the FGD and many regretted having missed it as they joined the union much later. Mr Abbas P.K., the President of Education District of Mannarkard, Kerala stated

From the pre phase-out to the post phase-out period, the nature of activities have diminished both in terms of frequency and duration. The pace at which they used to be held are much lesser now. The five day Conveners Workshop which used to

that he never got any opportunity to participate in the TOD programme as he belonged to another union at that time. Similarly there were others who commented that AIPTF must initiate again to start with more such activities. This was evidence enough to suggest that such programme were few and not being practiced on a war footing. From a five day Convener's Workshop, this has been reduced to either a one-day workshop or a weekend seminar. Similarly Study Circles are much lesser in number and also in terms of participants.

Ms Ila Paul Basu, the first women elected (in 2010) as General Secretary of WBPTA, expressed concerns that there is a gap developing from the pre phase-out to the post phase-out period. The continuity seems to be breaking. Even though the coordinators continue in many places after retirement, it is not the same. Earlier the training used to be a serious affair where leaders got identified from amongst the trainees but at present participants are always over burdened with work and hence are reluctant to join. Even on a weekend they are taxed with many other duties. There is a dearth of study material in the vernacular languages. The frequency and duration of the Conveners Workshop had to be changed accordingly to suit the local situation. However it is important that the Study Circles and Conveners workshop be an ongoing process especially for the women members and the newly joined members of the Union.

III.5 Impact and Sustainability

a) To what extent were the states able to achieve their long term goals or objectives

The Unions of WBPTA and KPSTU have been able to translate their activities and agitations into a movement to carry forward in achieving their long term rightful demands and goals.

Both WBPTA and KPSTU have emerged as strong unions today. Members within their Union are united and immediately rise to any call given by their Union. WBPTA is able to carry forward their voices of dissent to logical conclusions. They have learnt how to agitate together and claim their rights. Their several representations to the government and stands taken by the union from time to time show their determination and are convincing for taking the movement forward. The Constitution of WBPTA (Regd no - 16394/1206) as amended at the 39 State Conference, South 24 Parganas in September 2012 clearly states its aims. These are positively in sync with the aims and objectives of the MEP. Time and again WBPTA has made public their voices of dissent on issues such as 'Election Duty' 'Setting of wrong and incomplete questions for school exams', 'Lack of Chairman for district primary school council' 'revised pension', 'Rights on Panchayat', 'Teachers Appointment', 'TET', 'Verdict on Teachers Pension', 'Relief for Retired Teachers outside State', 'Mid-day Meals' in the local media on a regular basis. Since the elections are ongoing presently, nothing much is moving. The 27th of March 2016 was designated as the agitation day for implementation of the 7th Pay Commission at par to Central Govt scheme. This date is particularly chosen to commemorate the violent attack of 27 March 2000 where teachers were injured fighting for their rights. They are fully charged to carry on their movement for banning of the ESI, in favour of appointment for next of kin in the case of Death or disability to the extent of 80% in harness. This was actually already in practice, but the left government put more conditions and used delay tactics such as the beneficiary must be "a ward of the deceased who has secured > 50 percent in the Higher Secondary exam and must have taken training for 2 years, etc". The teachers now demand that the person should be appointed first and the training etc could follow subsequently. A major target is to enhance members by 1000 more in one year. Ms Ila

Paul Basu stated that there is a parallel organisation of about 32,000 members that WBPTA is trying to help mainstream and get absorbed. Although they have a parallel union, but there are some (about 550) who are members of WBPTA already. In addition the special educators also need to be absorbed.

KPSTU similarly has generated awareness among the members. There is greater participation in the Union work. Members are more aware about the service matters, know how to conduct meetings, bring in leadership quality and positive thinking, have problem solving capacity and team building capabilities. Their focus now is on Quality Education Programme by introducing the concept of 'Serve School Save School', undertaking academic and non academic support, conducting professional development programme for teachers, Resource persons training under the Kerala Service Rules (KSR) and Kerala Education Act and Rules (KEAR). The Union has divided itself into specialized Cells and the Academic Council holds classes for service matters. The non-academic matters focus on development of secular and democratic values, holds debates and discussions, cultural exchange programme, study tours and Yoga classes. In addition Public Awareness Campaigns are held as per the visions of Pandit Jawaharlal Nehru and every year 14 November is celebrated in every district for developing a Democratic and Secular India. The KPSTU is well prepared in taking on the State/District level Leadership training Camps, Gender Sensitization and School Level Quiz Competition in all from blocks to the State level. The government is supportive for this. The Mega Quiz Competition helps the children in learning about the Indian History. KPSTU is in the forefront for the fight against 'Teachers Eligibility Test' for new members who have to appear in such an exam despite qualifying B.Ed. Besides they are confident in carrying forward their movement against the

Public Private Partnership, implementation of the 10th State Pay commission, approval of the newly appointed teachers' salary and reducing the teacher pupil ratio to 1:30.

Thus the unions are clear about their long term goals and are fully aware and organized in taking forward their movement to achieve success.

b) Have priorities changed after phase-out or are they the same? Are they harmonized with AIPTF?

The priorities post phase-out in WBPTA and KPSTU has not undergone a change but the concept that is carried forward is much milder and customized as per the local needs in practice. However the activities are well matched and in tune with the activities of AIPTF.

It was found that the formal activities under the MEP have undergone a change in terms of its characteristics. However the structure of the programme continues though the terminology has taken a transformation such as a five days conveners' workshop has become a one/three days workshop or a weekend seminar. The activities under the Study Circle and TOD seem to be more informal. There are some records maintained in bits and pieces but not all the meetings held are available or documented properly. The expenditure statement does not specify the MEP activities as they used to be done in the pre phase-out stages. Nevertheless the unions do practice a revised version of Study Circles and Conveners Workshop. Basically the concept is the same as that of MEP, although the frequency and duration of the activity is much lesser.

Several of the activities undertaken by KPSTU such as the Public Private Partnership (PPP), the maternity leave/Paternity Leave, LTC (already achieved), and several other pension schemes etc

are in perfect harmony with the priorities of AIPTF. Similarly WBPTA also has compatibility with several of their priority demand with AIPTF such as the PPP, New Pension Schemes, Uniform Pay Scales across the country, Provision of a Head Teacher in all the Schools and not merely manage piling extra burden on the Teacher-in-Charge, the Teachers Eligibility Test (TET) which AIPTF has been demanding to be removed for the teachers who have qualified the B.Ed. exam. AIPTF believes that if necessary this could be included under the B.Ed/training programme itself. The B.Ed graduates need not face another exam after clearing their B.Ed. Moreover AIPTF has been supportive and demanding in mainstreaming the teachers who are on contractual basis.

It is important to mention that AIPTF has played a crucial role in carrying forward the activities of MEP among the various states of the country. It is a Herculean task to take along all and carry forward the movement to its logical end. AIPTF has provided the necessary strengths to solve problems that came from the field from time to time. The leaders of AIPTF with their long time experience and capabilities have been successful to achieve a dignity and respect for its organization. The state affiliates look up at AIPTF with awe. This was clearly reflected during the field visit. While coordinating and supervising the state affiliates AIPTF takes caution to allow the freedom of space that the states need and not interfere too much in the regular functioning and decisions taken by the states. However when it comes to deliverables and commitments, AIPTF makes it clear that certain norms and procedures cannot be ignored and must be maintained.

c) Are activities continued? Do they have a sustainable impact? What were the major strategies for sustainability (e.g. financial, technical, skills, know-how, leadership, other capacities)?

The activities that continue under the aegis of AIPTF are sustainable. Most of the activities are compatible with AIPTF, therefore sustainability for such of the actions have been achieved. The same can however not be generalized for all the activities that are carried forward by the Union.

Many of the agitations are undertaken under the aegis of AIPTF. As mentioned earlier those of the agitations are well participated along with AIPTF and other state affiliates. At the same time there are many other agitations which are local needs based and also continue with some result oriented outputs. So Sustainability for such of the actions has been achieved. Members demonstrating for their rightful demands especially which relate to financial implications was loud and clear. As far as other activities are concerned such as regular ongoing activities for holding Study Circles, Convener's Workshop, training programme, block level one-day seminars, district level camps, leadership camps in the state, etc., WBPTA and KPSTU lag behind. Several of the activities including Women's network committee could not be authenticated as the system of maintaining records were limited.

From the available data, the WBPTA's MEP budget contribution by Lärarförbundet versus the Union has been displayed in the graph. The trend of the budget for Lärarförbundet depicts a gradual decline as the programme moves from pre phase-out days to post phase-out days. The data for Lararforbundet also includes the funds released for extra activities and some more to take the programme to its logical end. The data for post phase-out stage was not available for the Unions. In the post phase-out stage WBPTA had received an additional fund of Rs 50,000/- towards meeting expenditures on printing of study material. Though the project phased out in 2009 but the funding came in till 2016.

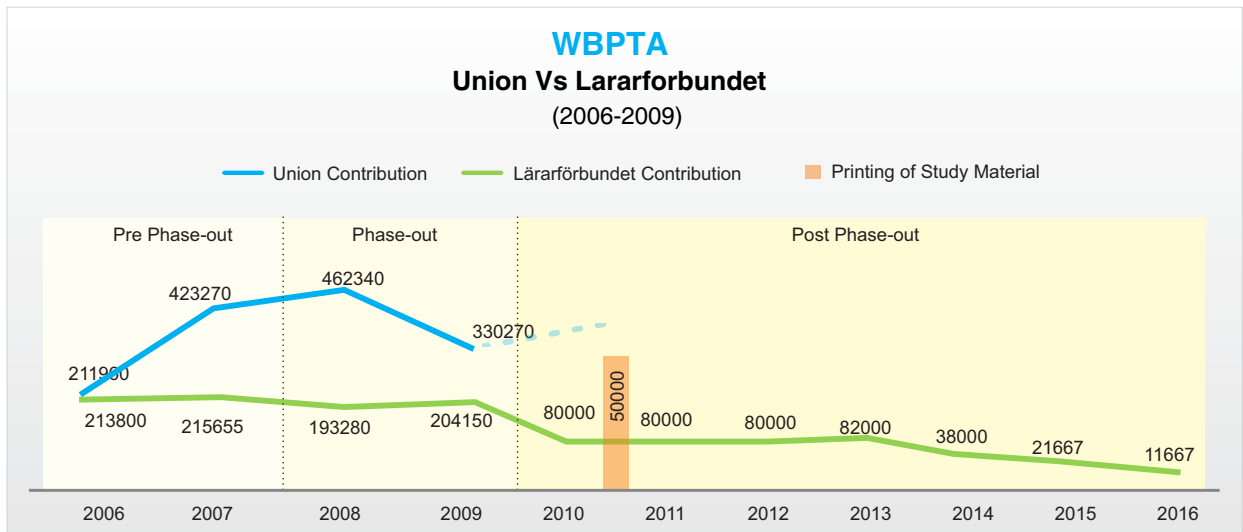


Fig XX

The same picture has been depicted through bar diagram which clearly shows the contribution from Lararförbundet in the total union's budget expenses. In the pre phase-out stage the contribution was to the tune of 50% (Rs 213800/-) which gradually came to the phase-out stage to 29% (Rs 193280/-) but this abruptly went up to 38% (204150/-) in the last year of the phase-out stage. The post phase-out stage budget was not available for WBPTA.

In the case of KPSTU, data shows the contribution by Läraryörbundet to the union is an overall increasing trend from the pre phase-out to the

phase-out stage. Throughout the period from pre phase-out to the phase-out stages the contribution from Läraryörbundet has been more than the Union. KPSTU has also received some funds from Lararförbundet in the post phase phase-out stage which gradually has declined to an amount of Rs 11667/- in 2016. In addition there are two activities undertaken by KPSTU with financial support from Lararförbundet. These include 'Printing of study material' for an amount of Rs 50,000/- and 'Pilot Youth Forum' for an amount of Rs 177585/-. The data for post phase-out stage from the union was not available.

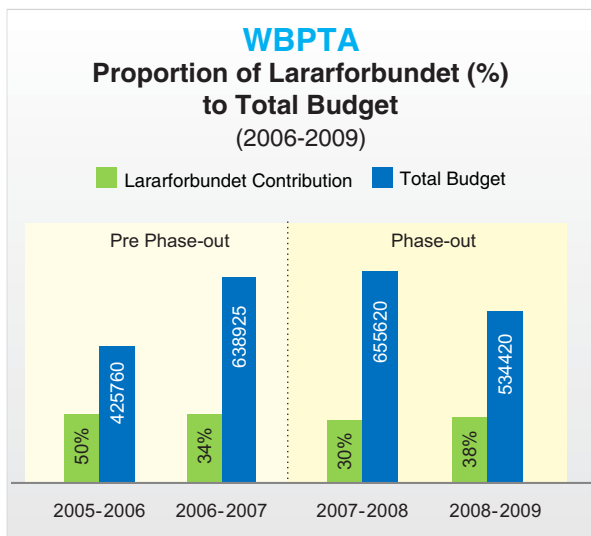


Fig XXI

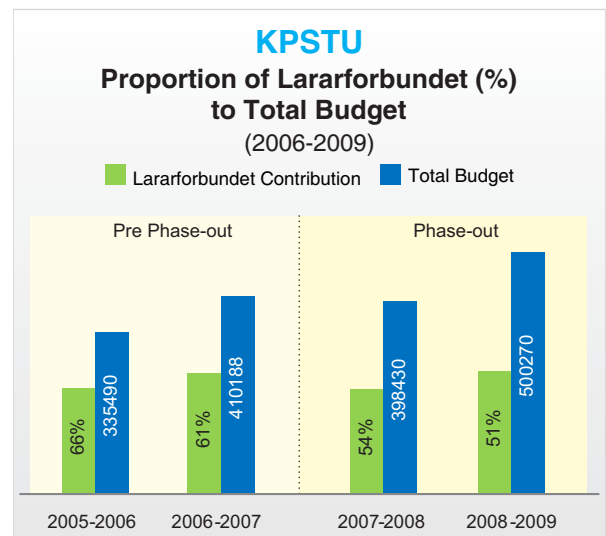


Fig XXII

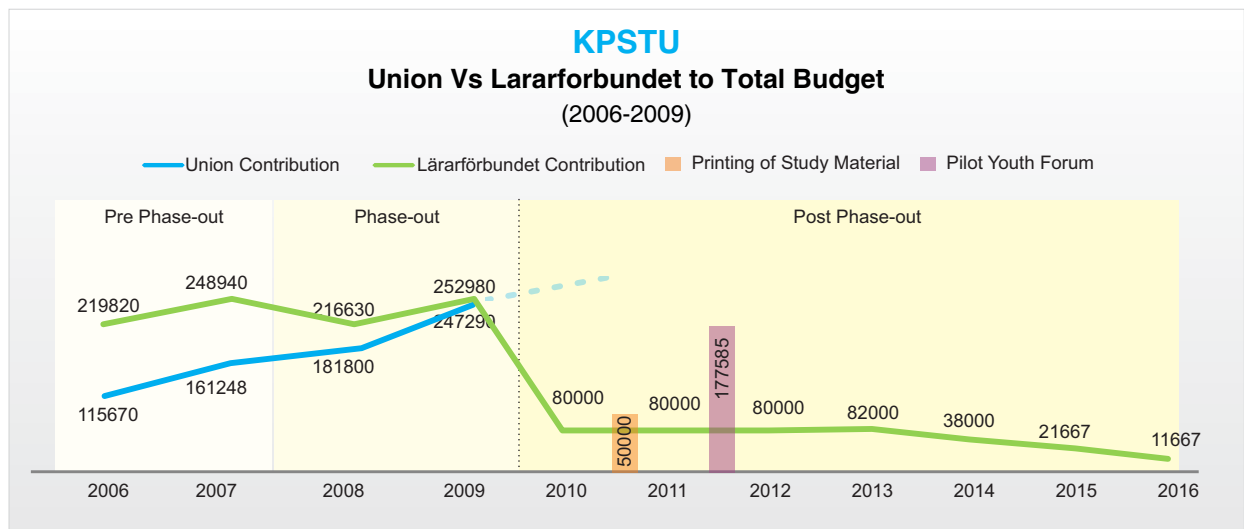


Fig XXIII

The same has been depicted through bar diagram (Fig No XXIII) showing the proportion of budget between Lararforbundet and the Union of KPSTU. The contribution in the pre phase-out stage has been to the tune of 66% (Rs 219820/-) which gradually declined to 61%, to the phase-out stage which was 54% and 51% (Rs 252980). The post phase-out stage budget was not available for KPSTU.

While the funds have now dried up, the unions contribute a small amount from their membership (Rs 5/- by WBPTA and Rs 10/- by KPSTU) to keep the programme for MEP activities ongoing. While this contribution seems enough for the time being but may not be so, as in the long run more and more members will join and would need more intensive training. Thus sustainability of academic activities in particular may be a question to ponder upon once the funding completely stops and high costs and non-maintenance of records catches up.

d) Has sustainability been achieved in terms of Administration, Finance, Leadership, other capacities and other union skills offered by the program?

Sustainability in terms of Administration, Finance, Leadership, Skill Development are not

under any particular threat but is still not on stable grounds, while academic activities lack visibility, gravity and regularity which may work against the cause of the whole programme

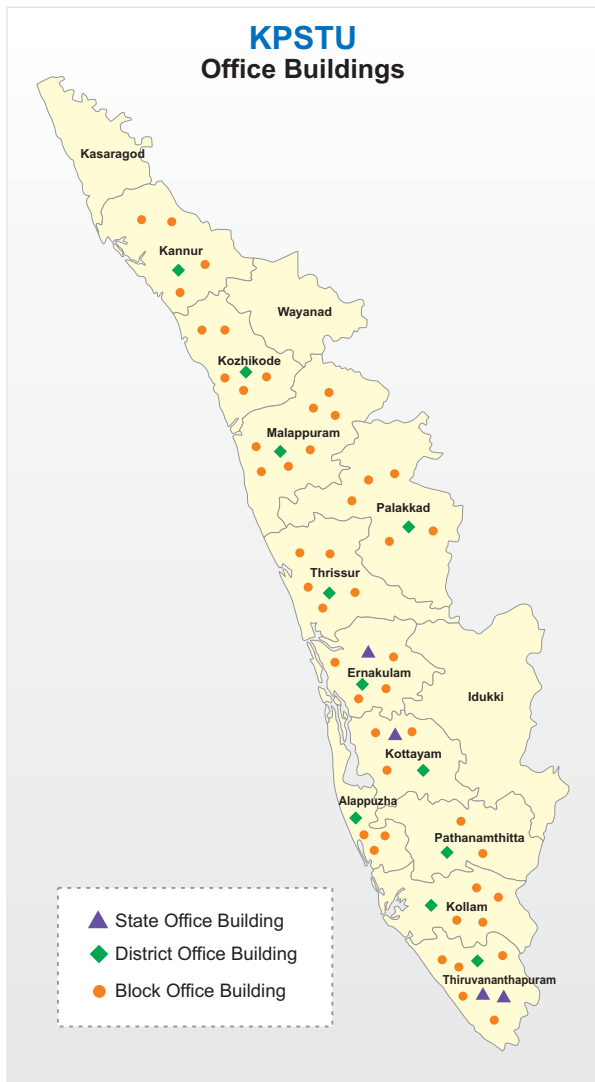
Sustainability in terms of administration shows a fairly well developed structure laid out with infra structure and a good working culture in KPSTU. The KPSTU has stipulated certain months for different activities such as June/July is for membership campaign, Nov/Dec are the Conf months, April/May is for the Camps in addition to a monthly magazine being brought out. Although financially it seemed strong enough but the membership fees are much less than the global standards and the KPSTU union may find it difficult to meet 60% of their total budget. The whole union when it comes to constructing office buildings receive generous donations and all the districts have built their own office buildings. Some even have more than one office building in one district in addition to block level office buildings. The leadership qualities are observed and the best are elected democratically as is the norm. Elections are held for choosing their leaders at all levels and the same is accepted by all. Skill development is imparted through training programme in the month of Apr/May. The training programme is stipulated as per the Action Plan for the coming year. Study

circles of a different nature are usually throughout the year which in the post phase-out phase has become one-day training as teachers don't come if it becomes of a longer duration. According to the President of KPSTU "many members are the older teachers. The new teachers don't come forward as they use their time for more resourceful activities". The training must aim at changing the attitude of leaders first which require more time and dedication so the activities need to be modified according to the local needs. The KPSTU President stated that the strategy for recruitment should be to enhance the trade union awareness. Thus by building different cells, recruitment / retention are better tackled while training camps (3 days a year at the state level and 2 days at the dist level) have been stipulated. Some of the important Cells include the Vanitha (Women) Cell, Academic Cell, Service Cell, Head Masters' Cell, Youth Cell and others. For increasing the capacity of members and union leaders, continuous training is imparted. Most importantly in case of any untoward incident KPSTU comes forward as a solid pillar of strength for its members. During the field visit it was observed that the President has a clear communication channel in place between the blocks, block-district, district-district, district-state levels. He was alert to even pay homage to the martyred soldier of the Indian army at Palakkad within his busy schedule. It was amply depicted how fondly he was accepted at the lowest level of the Panchayat. Every revenue district of the government was divided into education district by KPSTU which were further divided into blocks and then Panchayat and so on. The President was clearly well known among all. In the present times, KPSTU is trying to earn visibility through the social media that is whatsapp, facebook and Union's website.

The WBPTA on the other hand has a sufficiently

good office with facilities. However their machinery seems not to have been properly maintained. They have three staff members for the office and three casual workers. However these staff didn't seem to have their job descriptions. The filing and issue/dispatch registers were found to be sort of maintained. The evaluators' team were informed that the Union had to incur some financial losses in the year 2012 due to the death of the Treasurer and some papers got misplaced. Although the membership fee is low but there is a delegate fee based on event at no profit/no loss. The union depend upon legal aids, Souvenirs which takes advertisement and according to the Office Bearers "somehow manage" their expenses.

However it was made quite clear, that they would never perish for shortage of funds because teachers came forward with donation for any event/eventuality. The leadership is democratically elected by the members as per the constitution and the verdict is well accepted. These leaders also deliver the services satisfactorily. The training programme and Conveners Workshop is still continuing, although at a low ebb. WBPTA's recruitment strategy has also been to enhance the trade Union awareness. The office bearers of WBPTA stated that they undertake a drive at the circle level and select members at the circle. Leaflets and posters are circulated at the circle level and help is also sought from other organizations (through signature campaign). At the (cluster) anchal level teachers go to every school and contact each and every teacher. The capacity of members and union leaders are developed further through training and other capacity building measures. Every decision for an agitation at the state level is conveyed to the districts, then to the Circles, the *anchals* and ultimately the School Members. Only after incorporating their suggestions, decision making gets completed.



Map No. 3



Map No. 4

IV. Lessons Learned

The second phase of the evaluation study on the MEP for the states of West Bengal and Kerala suggests the following lessons learned:

- A Lack of documentation in the collection of information has been a hindrance for assessing the programme activities in the right perspectives. Identifying the measurable performance indicators in the post phase-out stage has been challenging due to a severe lack of information in the base line data and discontinuity in the periodic nature of reporting, throughout the various phases of the programme implementation. There lacked a common format in the reporting process among the states concerned. The MEP did not have any fixed structure or questionnaire which would collect information and elaborate the same. What type of information and how these are to be collected, collated and computerized according to objectives were completely missing. The records shared with AIPTF related to finance, no of meetings held, etc were not found for the post phase-out stage.
- Language was another major problem and the little information that was available was not in a common understandable language. This needed to be made available in ready display so that time was not wasted to translate these and get them converted into computerized versions. At least some of the major activities should have been recorded in english which could be immediately circulated. For example there were media reporting and minutes of important meetings. Such of the reporting could be at least maintained thematically with date and name of the newspaper etc.
- KPSTU had shared their responsibilities into important subdivisions called Cells. These were meaningful and each Cell had a Convener and a Chairperson but the functions and job responsibilities for each of them was not clear and neither were any records available as regards the minutes of the meetings or activities held and outcome achieved by these cells. If activated these would create a meaningful impact.
- Both WBPTA and KPSTU were clearly hesitant in stating that they would be able to manage at least 50% of the total expenses of the union. WBPTA stated that "Resource crunch is always an issue. As and when more teachers join the profession, training component engulfs a huge proportion of funds for these new comers". A stratified budget head with its corresponding activities would have made matters easy. The pattern of disbursement of funds for the programme seemed unclear.
- Enhancing the membership fees is a huge task for the state affiliates. It's a wonder how the members do not hesitate in contributing huge amounts towards constructing office buildings but when it comes to a regular subscription they draw a blank. For constructing office buildings, rising to the occasion of any eventuality, etc all members come forward to join in willingly and none of these are on loans. This shows the loyalty and devotion towards the Union which they consider as their own.
- The Women Committee in every district and block is yet to take off in the real sense and at times remain for name sake. Some of the women committee have done well in organizing conferences and seminars but these committees need to be activated further particularly at the micro level. This is an important platform from where women can jointly discuss and solve their individual and professional problems and a pro-active approach of this forum could ultimately break free the domestic barriers that bind them.
- The senior retired members have keenly been taking an interest in the union's activities. Their experience, guidance and handholding support is an asset which will help in the continuity of the programme.

V. Key Recommendations

Based on the findings, the following are the key recommendations for MEP:

Members appreciated the PDP activities and the resource persons who had come from Canada for their training programme. It seems appropriate for Lärarförbundet to consider visit/revisit to the State level training programme and activities. This will bring about a long lasting and greater visibility into the programme.

- 1. It is thus recommended that Lärarförbundet consider visiting/revisiting selected State level training programme and activities under the MEP. At least one state which is in the last leg of phase-out per year may be visited/revisited for ushering in greater visibility and long lasting impact***

An inadequate documentation process seems to suggest a change in the characteristic of the programme without bringing out its real visibility in the right perspective. Based on the research questions which are now explicitly stated in the ToR of the evaluation study, the path of data collection for the programme is easily demarcated. These need to be shared among the Unions and the Project Committee members for collecting the necessary information in a focused manner.

- 2. It is recommended that the Project Committee be activated and made more functional in terms of creating a data bank and maintaining records of activities held, participants attending these activities, document the agenda and minutes of the bi-annual meetings that are held. These need to be despatched promptly and regularly at the national level to AIPTF. The AIPTF in turn may send reminders if necessary to the unions in order to ensure that the documents are being received on time.***

Several senior retired members at the stakeholders meeting and at the focused group discussions took a keen interest and had a clear understanding of the whole programme and explained the same to the evaluation team. They shared their experiences, knowledge and also suggested directions for carrying this programme forward. It would be a pity to lose out on the training acquired and experiences gathered over the years by these senior retired teachers. Those capable and willing retired members need to be enrolled as additional support for taking MEP further and maintaining its continuity. They may be inducted into all MEP activities including Women's Network, Study Circles, TOD and other record maintaining issues. Both WBPTA and KPSTU have such of these senior retired teachers' segment having their independent organization.

- 3. It is hence recommended to engage only one coordinator who may have been a former coordinator and such a position should not be frequently changed. It is also recommended that the Project Committee may invite at least two members from the senior/retired members as invitees to the meetings held by the Project Committee for guidance and support.***

Considering the inadequate representation in leadership roles of the women, it is necessary that special

gender specific schemes be introduced by creating awareness in the region through initiatives by various funding agencies already at work. Many activities sponsored by AEU, UNDP, and other similar funding agencies may come forward in creating the necessary awareness and achieve gender equality. A synergy of efforts jointly implemented could bring in the desired results.

4. It is thus recommended that a combined effort must be undertaken conscientiously by all organizations towards the upliftment of women in a planned manner. Steps need to be identified to take responsibility by funders for various segments of gender equality and empowerment of women in the state of implementation so as to avoid any duplication. The synergy of the joint effort will in turn enhance the Women's Committee to be more proactive.

It was observed that the membership fees collected was at its bare minimum and did not reflect closer to international standards of 1% of the basic salary. Enhancing the membership fees becomes a big hassle for the Union. An annual increment in the salary must lead to a correspondent increase in the membership fees. WBPTA contributes Rs 5/- and KPSTU contributes Rs 10/- from the membership contribution towards Lararforbundet's MEP activities. Such contribution may also be enhanced proportionately.

5. It is recommended that the bylaws be amended to incorporate an automatic increase in the fees by Rs 100/- over and above the fees that is prevailing in the union, with every annual increment in the salary. An additional contribution of Rs 5/- be put aside towards Lararforbundet's MEP activities over and above the present contribution.

A Women committee has been in the passive mode since long and needs to do more if they intend to give leadership roles to women. As understood from the field, the women need encouragement from her family especially from the spouse, children and extended family members without which the women are hesitant to come out freely.

6. It is hence recommended that the Women's Committee organize every year an annual get together for the women along with her spouse for greater interaction. Similarly there should be an annual cultural programme organized by the youth, for the youth and of the youth. These activities may purely be on Voluntary basis without any financial implications on the Unions.

All posts reserved for women are not at the level of Secretary/ Treasurer but at the level of Vice President and other lower levels. For example one out of the five posts or two out of the five posts for Vice President are reserved for women. Even these are seldom filled. Women do not wish to get into the complications of competition and campaigning for themselves as expressed during the field visit.

7. It is thus recommended that all reserved posts for women members must be filled up by motivating the women through Women Committees for contesting elections. All reserved posts must be taken up for discussion and women be selected on the basis of eligibility and as per the constitution of the union.

The youth members were too few and reflected in leadership positions. There were many keen youth

members who wanted to contribute towards developing this segment and carrying forward the MEP activities.

8. *It is therefore recommended that one of the Office bearers post must be reserved for the newcomers who should have a minimum of three years of experience*

Making the visibility of women and youth stronger, it would be meaningful to allocate a segment of the budget for women and youth.

9. *In order to make the policy stronger for Women and Youth, an additional amount of Rs 5/- each must be reserved for the youth and women. These would be over and above their normal share.*

During the course of the field visit it was observed that the characteristics of MEP had started to show a difference in duration, intensity and frequency although the concept adopted remained the same. For example a 5-day Convenors Workshop is now being undertaken as a one-day / two day workshops. Given the vast increase in the number of teachers, this was considered as more appropriate and need based by the Unions. It would be interesting to undertake a study to understand the differences in the characteristics adopted then and those that are practiced now. How far have these been effective in meeting the goals of the MEP and whether it is more appropriate in the present times.

10. *It is hence recommended that a study may be undertaken to review the original concept versus the new concept of Study Circles; whether it is more member friendly, shorter, more economic and is local need based.*

Annexure I

Kerala Pradesh School Teachers' Union (KPSTU) Field Visit Itinerary 12 - 20 Jan 2016

Date	Day	Time	Meetings
12/01/2016	Tue	6:00pm 7:00 - 8:00pm 9:00 10:00 pm	<ul style="list-style-type: none"> • Arrival • Meeting with State President, Media Cell Incharge, Others • Team Members Internal meeting
13/01/2016	Wed	10 - 11 am 11 - 1:30 pm 3: 00 pm 4:30 pm	<ul style="list-style-type: none"> • Meeting with Core Group (Office bearers, Women Chairperson, Coordinators) • State Committee Meeting, Shikshak Bhawan, Palakkad • Visit to Block Resource Centre (BRC) & meeting Union members, Palakkad • Mr A Abubecker, Deputy Director Education, Palakkad
14/01/2016	Thu	10:00am 3:00 pm 4:00 pm 5:00 pm 6 - 7:30 pm	<ul style="list-style-type: none"> • District Level Meeting, Palakkad • Visit to Govt Upper Primary School, Manarkaad • Visit to J.C.M. Lower Primary School • Pay homage to Lt Col Martyr Niranjan's home along with Union President • Part filling of Questionnaire in President's home
15/01/2016	Fri	9 - 1:00 1-2:00 pm 3 pm 5 - 11 pm	<ul style="list-style-type: none"> • District Level Meeting, Mallapuram • Meeting Mr Safrullah, Deputy Director Education, Mallapuram • Meeting with Teachers, St James School, Mallapuram • Travel to Alleppey
16/01/2016	Sat	11 - 5pm 6:00 pm	<ul style="list-style-type: none"> • District Level Meeting, Punnamada, Alleppey • Mr Issac Madavana, Chairman, Cherthala Municipality
17/01/2016	Sun	9:30 - 10:30am 11- 5:00 pm	<ul style="list-style-type: none"> • Little Flower Memorial Lower Primary School (1931), Andhakarnazhy, Alleppey • Journey to Trivandrum
18/01/2016	Mon	10:00am 10:30am 12:30am 1:00 pm 2-5:00 pm 5-7:00pm	<ul style="list-style-type: none"> • Mr P. T. Sakeer Hussain, Hon. State Secretary • Mr C. Vinod Kumar, State Commissioner, Guild Services of India, Trivandrum • Mr Abdurab, Education Minister, Govt of Kerala • Dr P.A Fathima, Director, SCERT, Dr Ravinder Nair and Dr Chandni, Joint Directors SCERT, • Ms Jaya, Director, Director of Public Instructions (DPI) • Ms Jessy Joseph, Additional State Director, SSA • Documentation and Record checking
19/01/2016	Tue	10 - 1:00pm 1-6:30 pm	<ul style="list-style-type: none"> • State Level Meeting with KPSTU Office Bearers, Shikshak Bhawan , Trivandrum • 56th Youth Festival, Govt of Kerala, KPSTU was in charge of supplying food to all (25000 people)
20/01/2016	Wed	12 noon	Departure for Delhi

Annexure II

West Bengal Primary Teachers Association (WBPTA) Field Visit Itinerary 27 Jan - 3 Feb 2016

Date	Day	Time & Meeting
27/01/2016	Wed	Arrival 6 pm
28/01/2016	Thu	<ul style="list-style-type: none"> • 10 am - Core Group Meet, Swissotel, Salt Lake (Briefing and Planning) • 12 noon - Visit to a School, Shastriji Harijan Vidyamandir, Bethbagan - Meeting with teachers and members • 3:00 pm - Shikshak Bhawan, 113/A, A.J.C Bose Road, WBPTA office, Moulali, District Executive Meeting, Kolkata District
29/01/2016	Fri	<ul style="list-style-type: none"> • 10 am - Shikshak Bhawan, AE 737 Salt Lake, Kolkata 64. (Meeting with Office Bearers) • 12 noon - 6 pm,– Shikshak Bhawan, AE 737 Salt Lake, Kolkata 64, State Committee Meeting (consisting of representatives from 11 districts with members from Women Network Committee, General Council, Executive Committee and State Project Committee)
30/01/2016	Sat	<ul style="list-style-type: none"> • 10:30 am - Krishnapur Prathamik Vidyalaya, Rajarhat - Visit to a modified study circle • 1 pm - Travel to Barashat, North 24 Parganas • 2: 30 - 6 pm - District Level Meeting, Shikshak Bhawan office building, Barashat, North 24 Parganas (Members consisted of district Women's Cell, District Executive Members and Others)
31/01/2016	Sun	<ul style="list-style-type: none"> • 10 am - Shikshak Bhawan, AE 737 Salt Lake, Kolkata 64 - Data Collection • 12 am - Clarification and Verification with Office Bearers • 2:30 pm - Meeting with Retired Teachers Organization • 5pm – Checking of Records & Media Reports
01/02/2016	Mon	<ul style="list-style-type: none"> • 9 - 12 noon - Meeting and Collating facts among evaluation team members • 12:30 - 5:00 pm - Shikshak Bhawan, AE 737 Salt Lake, Kolkata 64 -- Documentation, Translating files from Bengali to English for further review • Review of other literature such as journal, newsletter, media reports, memorandums deposited to Government organizations
02/02/2016	Tue	10 - 3pm Review of Files and final documentation, Filling up of final Questionnaire
03/02/2016	Wed	<ul style="list-style-type: none"> • Departure for Delhi at 3:10 pm

Annexure III

Focused Group Discussion during Field Visit January/February 2016 KERALA & WEST BENGAL (Based on Stratified Random Sample)

(Date)	Exec Com	Proj Com	Wom Net Com	Former Off Leaders	Resource Person	Conv enors	Non-Bene	Other Partic ipants	Total (Nos)
WBPTA State, Level 28 Jan 2016	10	9	10	-	-	-	-	18	47
WBPTA Dist level Kolkata 29 Jan 2016	2	8	3	2	4	2	1	4	26
WBPTA District Level North 24 Par 30 Jan 2016	6	4	2	2	2	2	2	6	26
Total WBPTA	18	21	15	4	6	4	3	28	99
KPSTU State Level Trivandrum 19 Jan 2016	18	5	3	3	2	2	2	3	38
KPSTU Dist Level Alappuzha 16 Jan 2016	5	4	3	8	2	2	3	6	33
KPSTU Dist Level Palakaad 14 Jan 2016	12	3	4	7	3	2	8	9	48
Total KPSTU	35	12	10	18	7	6	13	18	119
Grand Total	53	33	25	22	13	10	16	46	218

Annexure IV

Questionnaire

I. Identification

1. Name of the Respondent:
2. Gender: Male / Female:
3. Date of Birth:
4. Address:

II. Constitution of Committees (Election /Selection)

- a. State General Councillor
- b. Executive Committee (Members) (By Election)
- c. State Office Bearers
- d. Secretariat if any
- e. State Project Committee (Members) (M/F)
- f. Women Reservation as per the constitution:

III. Basic Information (2015-16)

- a. Total Teachers (M/F)
- b. Total Union Members (M/F)
- c. Present Membership fee (2016)
- d. Why can't the membership fee be enhanced to 1% of the salary as per the global standards
- e. Number of Women holding office-bearers posts
 - (i) State level
 - (ii) District level
 - (iii) Block level
- f. Any Other Classification. Explain
- g. Activities planned (2016-2017): (Name major three)
- h. What were the benefits achieved through the project activities by the Union?
- i. In terms of the following indicators, explain their sustainability for the state to be phased-out
 - 1) Is the financial contribution of the Union able to cater 60% of all expenses of the project budget ?
 - 2) Has the Union been able to function in a organised and democratic manner in choosing their leaders at all levels (from State to Blocks)?
 - 3) Do the Union own/rent their own offices at all levels (from State to Block)
 - 4) State the indicators to suggest a smooth functioning of the administration such as staff, Off equipments, regular meetings, etc
 - 5) Does the Union feel the three years' notice before being phased-out sufficient enough?
 - 6) Do you have a set target for increasing the membership during the next three years. How?

IV. Services Offered by the Union

- i) Services offered
- ii) Which of the above services is compatible with the priorities of AIPTF
- iii) How is the union involved in the strategy of educational development of the state
- iv) State the measures being considered for improving the negotiating capacity of the leaders in the Union

V. Sustainability

Explain how the Union has been able to achieve sustainability in terms of the following indicators

- a) Administrative structure
- b) Finance
- c) Leadership
- d) Democratic Processes adopted (Elections)
- e) Training programme held
- f) Strategy for Recruitment & Enhancing of Trade Union Awareness
- g) Methods to increasing the capacity of members and union leaders
- h) Measures to Improve the communication channels (inter and intra, block, district and state levels)

VI. Gender & Youth Participation

- a) What are the steps undertaken to increase the participation of women in the union' s activities
- b) Measures undertaken for bringing in women members as office-bearers
- c) What are the steps undertaken to increase the participation of youth in the union' s activities
- d) Measures undertaken for bringing in youth (<40 yrs) as office-bearers

VII. Outcomes and Challenges

- a) Name 3 major outcomes of this project?
- b) Name three distinct features that are unique in the project
- c) What are the major gaps in the project

VIII. Visibility

- a) When was the last meeting held at the state/district/block level? State the major decisions adopted and who all were present?
- b) Has Media covered any of your activities? When and Where?
(PI Produce the media coverage)

IX. Personal Observations

Annexure V

KPSTU Agitations & Activities 2006 to 2015

YEAR	MONTH	Types of Activities	DAY	PARICIPATION MALE+FEMALE	OUTCOME
2006	August	*Mass petition for implementation 6th Pay commission	1	4000+1200	
	February	Conference Block,Dist,State level	4	25000	
2007	February	Jail Bharo at Delhi	2	300=100	Added with tour of north India
	February	Conference Block,Dist,State level	4	25000	
2008	September	*Dharna,implementation Central parity	1 day	11000+2100	Govt take action
	October	Women teachers round table conference	2	70+2000	
	March	Union workshop	3	300+125	Sharing success, Power, Confidence, Brotherhood
	February	Conference Block,Dist,State level	4	25000	
2009	April	Women network,Palakkad	2	10+400	
	May	Woman conference,Goa	2	100+30	
	February	Conference Block,Dist,State level	4	25000	
	August	SAARC women conference at Trivandrum	2	25+10	
	March	Women net work project ,Delhi Bihar	2	0+2	
	February	Conference Block,Dist,State level	4	25000	
2010	August	Block level dharna	1	2000=1100	
	October	Dharna for job security	1	20000+5500	Joint comity
	November	*Dist level march to DDE office	1	5000+2000	Talk with Govt
	December	Planned Yathra from Kazarkode(north)to Thiruvanathapuram(south)	15	1000 and 1000 each point	
	February	Conference Block,Dist,State level	4	25000	
2011	May	Leadership camp	3	200+100	Second line leaders
	July	SAARC conference at Kathmandu	2	5+4	
	September	Dharna Block level	1	5000+2200	
		Declaration of Teachers Package			Re call,10000 teachers to service
	September	World teachers conference at Singapore	3		
		Management Training	5		State government gave 100000-teachers
	october	Mass petition and State level Upavasam for 6th Central pay commission			Solved pay revision anomalies,increasing begging Pay scale
	December	Special Leadership camp ,	2	1000 +500	
	February	Conference Block,Dist,State level	4	25000	
2012		SARC Women's workshop,Colombo		0+2	
	May	Leadership camp	3	200+100	Second line leaders
	August	SARC Teachers conference,Colombo		5	
	September	Leadership camp ,AIPTF,Guruvayoor	5	5+100	
	October	Workshop ,against thediscrimination against woman	5	5+6	
	November	Clean &Green campaign,al schools			
	November	Campaign for Quality Education	2	3000+2000	
	December	Management Training	5		State government

					gave 100000-teachers
	Feburavery	Conference Block,Dist,State level	4	22000	
	March	Involvement of Text book Workshop		75+25	
2013	January	Dharna state level	1	7000+3000	
	May	Leadership camp	3	200+100	Second line leaders
	April	AIPTF Jail Bharo	1	200+75	
		PDP, meeting ,Chenni	2	2+2	
	june	Involvement of Text book Workshop		74+24	
	August	RTE,workshop	2	3+1	
	September	Different forums Programes			
	September	Management Training	5		State government gave 100000-teachers
	September	Asia pacific regional conference at Kuala Lumpur	3	5+2	
	September	State level Jail Bharo	4	10000+3000	
		Feburavery	Conference Block,Dist, State level	4	25000
	November	AIPTF conference at Guwahati	2	50+20	
	February	Conference Block,Dist,State level	4	29000	
2014	February	Propaganda rally of education for all	8	500+200	
	February	One Day non cooperation strike	1	12556+3100	
	June	Involvement of Text book Workshop		80+25	
	May	Leadership camp	3	200+100	Second line leaders
		Education for all rally started from Kanyakumari finished at Delhi,give reception through out Kerala	2	15000+5000	There were 3 other from different parts of India
	November	Quality education rally at Delhi emphasizing for quality education	2	100+50	
		USS Workshop Govt	5	11+2	New Syllabus
	December	SETO ,state level Yathra	10	1000 +500 e	Each point
	Jan very	LSS & USS Model question Paper Workshop by Union	2	25+20	Model question paper
	February	Conference Block,Dist,State level	4	27000	
2015	May	Leadership camp	3	200+100	Second line leaders
	June	Enviornment day			Plant and Save trees
	july	Staff fixation Dharna at Dist level	1 day	5000+2000	
		Involvement of Text book Workshop		75+20	
	August	Serve School,SaveSchool,Inauguration			Adopted 125 schools ,125 birth anniversary of Nehru
		Staff fixation Dharna	1	2000+1000	
	August	*joint action state level implementation of 10th Pay Cmn	1 day	5000+3300	
2015	September	LSS Exam workshop	5	10+4	New syllabus
	January	LSS & USS Model question Paper Workshop by Union	2	20 +22	Model question paper

Annexure VI

WBPTA Agitations & Activities 2006 to 2015

Year	Activities Planned	Implemented With Details a) Nature of activity (Jail Bharo, Dharna, March) b) Total Members participated (M + F = Total) c) Outcome; d) any other
2006	1. To declare state 5th pay commission. 2. Simplification of pension rules. 3. Free Text Book & School Uniform.	a) Dharna, Mass Deputation b) Above Seven thousand. 70% - 30%. c) Free uniform for all girl students. d) Free Text Books on the eve of academic session.
2007	1. 5th pay commission comparis on with 6th pay commission of central Govt. 2. To increased Medical Allowance.	a) Law-violation Movement official deputation to Education Minister. b) Above Eight Thousand. 70% - 30%
2008	1. 5th pay commission 2. C.P.F To G.P.F 3. R.T.E	a) Stay on strike, Jail Bharo. b) Above Eight Thousand 65% - 35% c) Process going on C.P.F to G.P.F d) Lobbying with MLA/MP/Others org.
2009	1. To Provide Training for all Teachers according to N.C.T.E norms. 2. To increase No. of Teachers Training Institute.	a) Stay on stike for 3 days. Mass deputation to all District Education office. b) Above three Hundred Teachers on 3 days stay on strike 60% - 40% c) Introduce 5th pay commission.
2010	1. Re-introduce of died in harness appointment without any condition. 2. To introduce special Allowances for Teacher in charge.	a) Mass deputation from Circle to State level. b) According to their members 55% 45% c) Provide Teachers Training, Introduce died-in harness appointment. d)
2011	1. To provide pre-primary class. 2. Minimum 5 Teachers for every primary School class wise. 3. To appoint para Tracher as regular teacher.	a) Dharna, March to Education Minister. b) Above 10 Thousand Teachers attended. 60%-40% c) Women members come forward. Introduce died- inharness appointment. d)
2012	1. Court cases started for C.P.F to G.P.F 2. To introduce earned leave for Primary Techers.	a) Mass deputation, Rally. b) Above Seven Thousand. 65%/35% c) Introduce Pre-Primary class. Introduce provident fund for PARA TEACHERS. d)
2013	1. Court case for C.P.F to G.P.F 2. To increase Medical Allowances. 3. To introduce C.C.L. 4. Against P.P.P	a) Dharna, Mass-deputation to Director of Education. b) Aboce 9 Thousand members. 58% - 42% c) Provide Teachers Training for non trained Teachers. d)
2014	1. Retirement age 60 to 65 as it was. 2. Enhance of Medical Allowances. 3. To introduce Pass-Fail instead of No-detention.	a) Law - violation Movement. b) Above 8500 Teachers. 55% - 45% c) Court Case result in favour of teachers. d)
2015	1. Court case for CPF to GPF 2. Head Teacher for every School 3. To set up 6th pay commission. 4. D.A. as per central Govt. 5. Protest against ESI Scheme for primary Teacher.	a) Stay on strike. Deputation of Women committee to Education Minister. b) ESI Scheme stopped. c) Introduce C.C.L. d) Teachers get opportunity to convert their option C.P.F to G.P.F.

Annexure VII

56th State School Kalolsavam Youth Festival of Kerala 19-25 January 2016



The 56th youth festival was held from 19-25 January at Trivandrum where all the youth from Kerala are felicitated and awarded for their various excellence and performances throughout the year. It was a prestigious occasion for KPSTU who was incharge to manage the catering from breakfast to dinner for about 17000 people for a whole week. This was well organized and all KPSTU youths and women came forward to assist with the arrangements. The women and men helped in the serving of dishes while highly specialized caterer (Mr Anil Vatapara and Mr Rafi) was contacted for the occasion who managed, the hygiene, and sticking to the time. The whole team of caterers was 90 members.



There were 120 seating arrangement in one stall. There were 10 such stalls, thus food was being served to 1200 people at a go. A total of 4000 KPSTU members from Trivandrum itself were selected along with 50 other members from other districts for the task who supervised the distribution of food to people in hygienic banana leaves. A total of 300 people joined from each of the 14 districts, consisting of children, teachers, parents, men and women.



This meeting was a grand affair attended by the Chief Minister and the Education Minister and other dignitaries. The inauguration consisted of a galaxy of participants from all parts of Kerala performing different glimpses of art and culture through super dance and music performances all blended together depicting the dominant religions of the state.



Annexure VIII

WBPTA (A Case Study - Ms Ila Paul Basu)



Ms. Ila Paul Basu has come a long way in accomplishing a name for herself among the Primary School Teachers of West Bengal. Her teaching career spans from 1974 onwards when she joined as a Primary School Teacher at Madhyamgram from the district of North 24 Parganas. With a post graduation and a degree in Bachelor of Law, she never hesitated once in making teaching as her first priority.

Within a couple of years itself, she was quick to organise a successful seminar with the help of women members of her Circle. Thus she was immediately noticed and no doubt became an active member of the West Bengal Primary Teachers' Association (WBPTA). In 1984, her potential was truly realized when she got elected as the Secretary of state committee. She held this position for six consecutive years. In 1989, she was able to organize the first district Women's conference in the then undivided district of 24 Parganas. This was widely attended by more than 2000 women teachers. The conference was also attended by Smt Mamata Bannerjee, the present Chief Minister of West Bengal and Shri Jyotirmoyee Nag, the then judge of High Court. That was the day when the district women cell got its official birth. Ever since she has never looked back and has been organizing several women's conferences with the help of other women teachers. In 1993, Ms Ila Paul Basu was successful in organizing the first state level women's conference in Singrur of Hooghly district. The was attended by Ms Shashibala Singh from Education International. Not deterred by the several hurdles and problems that came along, Ms Ila Paul Basu continued with her mission in establishing more women cells in the other districts of West Bengal. Gradually working her way, through she was successful in developing the women cells in all the districts of West Bengal and finally started to do the same at the circle level.

The Membership Education programme was first implemented in West Bengal in 1991-92. She has been involved as a resource person in this programme from the very first day itself. She has been the Project Committee member and has been a member of the women's committee at the national level till 2015. As a member she has been involved in several flood relief camps and other social activities trying to help and provide support to the community through WBPTA. Through her dedication, commitment towards the union and taking forward the cause of teachers, she carved a niche for herself and became the executive committee member of the All India Primary Teachers' Federation for 20 long years (1986 to 2006). In the year 2010, she created a milestone in the history of AIPTF by becoming the first woman General Secretary of the state union of WBPTA. Mention needs to be made here that WBPTA was the first branch of AIPTF being represented by a woman General Secretary.

She was instrumental in not only developing the women cells in all the 20 districts of West Bengal with her hard work and commitment. She has been a member in various committees of the WBPTA. Although she has now retired from her service, but her contribution to WBPTA still carries on. She is the Vice-President of West Bengal Retired Primary Teachers Association and WBPTA relies on her advice and ideas greatly.

Prof. (Dr.) Mondira Dutta

(Brief Profile)



Prof Mondira Dutta, M.A., M.Phil., Ph.D, is currently Professor & the former Chairperson of Centre for Inner Asian Studies, School of International Studies, Jawaharlal Nehru University, New Delhi, India. She has been the Director of UGC Central Asia Area Studies Programme for two consecutive terms. She has been actively involved in teaching and research activities for over three decades and has taught in various universities of the country.

Her fields of specialization include Gender Studies & Human Security with particular reference to Violence against Women in South Asia, Afghanistan and Central Asia. She has undertaken several Evaluation & Impact Studies including Gender and Child Labor. She has been the former Chairperson of the 'Gender Sensitization Committee against Sexual Harassment' (GSCASH), Jawaharlal Nehru University in 2008. She was awarded the **Lifetime Achievement Award**, at the International Congress of Women for Justice, Equality, Peace and Progress, sponsored jointly by United Nations Information Centre for India and Bhutan, Govt of India, FICCI and The India Today Group, New Delhi, on 7th March 2009.

She has been a UN Women consultant from 2009 onwards and also been a Consultant to several national and international organizations. Some of them include the British Council, Ford Foundation, NOVIB (The Netherlands), the DFID, The World Bank, International Human Rights Commission, Geneva, Human Rights Commission (Maldives), UN Women (South Asia), besides the government of India's Department of Administrative Reforms & Public Grievances, Ministry of External Affairs, Ministry of Women and Child Development and the National Commission for Women.

Her impact study on the 'Indian Initiatives for Afghan Women' in 2010 based on primary survey of Afghanistan villages, was sponsored by the Ministry of External Affairs, Government of India. Her books are mostly on Child Labour, Gender and on Afghanistan. Her books include "Emerging Afghanistan in the Third Millennium" and "Capturing Women's Work". Her article on 'Cultural Dimensions of Human Trafficking in India', was published in the **International Journal of Arts & Sciences**, USA, 2011 by InternationalJournal.org.

She has completed (as the team leader) several evaluation studies on the "Anti-trafficking Measures with UN Women. Her study on 'Mapping Vulnerability to Trafficking of Women and Children in India' sponsored by UN Women and the National Commission for Women was completed in 2011. Her study on 'Community Based Preventive Measures to Trafficking of Women and Girls in India' was sponsored by the UN Women. While being a Consultant to UN Women, she was also the Senior Advisor to the Ministry of Women and Child Development, Government of India from Aug 2011 to Dec 2011 for developing the National Strategy on anti-trafficking measures. During this period her study on 'Understanding Gender Equality, 2012' was published by the National Commission for Women, Govt of India in March 2012. She has been a guest researcher at the Stockholm University, Sweden, for a period of one month from September – October 2012 for research and lectures. Presently she is a core member of Disaster Research Programme sponsored by the Ministry of Home Affairs and the National Institute of Disaster Management in partnership with the Jawaharlal Nehru University. She is engaged in a study on 'Disaster Preparedness and Community Response in Uttarakhand post 2013 floods'.

